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ABSTRACT

This abstract bibliography on Young Children with Handicaps is comprised of four parts. Part I deals with emotional disturbance and specific learning disabilities. Part II concerns the aurally, visually, orthopedically and other chronic health problems, and speech handicapped. In Part III the educable and trainable mentally handicapped are covered. Part IV concerns resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children. Citations for this bibliography were taken from "Research in Education," "Current Index to Journals in Education," and from "Exceptional Child Education Abstracts." The types of publications cited are directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, newsletters, and journals. (For related documents, see PS 006 536.) (DB)

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YOUNG CHILDREN WITH HANDICAPS: PART IV

Resources: Directories, Newsletters, Bibliographies, and General Information

An Abstract Bibliography

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Introduction

Young Children with Handicaps: An Abstract Bibliography is divided into four parts:

Part I: Emotional disturbance and specific learning disabilities

Part II: Aurally handicapped; visually handicapped, orthopedically handicapped (other chronic health problems); and speech handicapped

Part III: Educable and trainable mentally handicapped

Part IV: Resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children.

Citations for this selective bibliography were taken from the ERIC monthly abstract journal Research in Education (RIE), January 1969 - December 1972 and the Current Index to Journals in Education (CIJE), January 1969 - November 1972. Document listings were also obtained from the abstract journal Exceptional Child Education Abstracts, published by the Council for Exceptional Children.

Document citations with ED numbers are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except when marked "microfiche only." (See ordering directions in the back of this publication.) Journal article citations listed in CIJE are not available through EDRS. To consult these references, see the journal issue cited.

Another ERIC/ECE publication, Multiply Handicapped Children: A Bibliography, cites documents concerning children with multiple handicaps. The bibliography is available through the University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801.

We would like to express our appreciation to the staff of the ERIC Clearinghouse on Exceptional Children for their help in compiling this bibliography. For additional information on exceptional children contact the ERIC Clearinghouse on Exceptional Children, Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

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DIRECTORIES

A. Directories

1. Behrmann, E.H., Ed.; Moll, M. Ann Delores, Ed. Directory of Catholic Special Facilities and Programs in the United States for Handicapped Children and Adults. 1965, 206p.

Admission Criteria, Aurally Handicapped, *Clinics, Day Schools, Directories, Emotionally Disturbed, Enrollment, *Exceptional Child Services, *Hospitals, Mentally Handicapped, Multiply Handicapped. Orthopedically Handicapped, *Private Schools, *Religious Agencies, Religious Education, Residential Schools, School Administration, School Personnel, Socially Maladjusted, State Programs, Teacher Education, Tuition, Visually Handicapped.

A statement of philosophical concepts and statistical data opens this guide to Catholic facilities for exceptional children in the United States. Special facilities and programs with an educational or training concept are listed, by state, for each of the following exceptionalities: the aurally handicapped, the emotionally and/or socially maladjusted, the mentally retarded, the orthopedically handicapped, the visually handicapped, (both blind and partially sighted), and the multiply handicapped. Also listed, again by state, are programs in part-time religious instruction, child guidance clinics or center, hospitals offering specialized services, colleges and universities with teacher training programs in various areas of exceptionality (non-Catholic institutions are included), and orders admitting handicapped persons to the religious life. In addition, state training schools, hospitals, and institutions are listed which serve the aurally, emotionally, mentally, orthopedically, and visually handicapped. Every entry in the guide includes descriptive information. An appendix cites other agencies, publications, and services.

Availability: The National Catholic Educational Association. 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($4.00).

2. Directory of Agencies Serving the Visually Handicapped in the United States. Sixteenth Edition. American Foundation for the Blind, New York, N.Y. 1969, 343p.

*Agencies, Community Services, *Directories, *Exceptional Child Services, Financial Support, Library Services, Rehabilitation Centers, School Services, State Agencies, *Visually Handicapped.

Presented are names and addresses of agencies for the visually handicapped offering financial assistance, educational services (local and residential schools), library services, rehabilitation services, and local services in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Each major entry includes a brief description of the scope of services.

Availability: American Foundation for the Blind, Inc., 15 West Sixteenth Street, New York, New York 10011.

3. Directory of Camps for the Handicapped. National Society For Crippled Children and Adults. 1967.

*Camping, *Day Camp Programs, *Directories, *Handicapped Children, *Resident Camp Programs, Adolescents, Adults, Canada, Handicapped, Recreational Programs, Summer Programs, United States.

One hundred and seventy-seven resident camps in the United States and Canada and 77 day camps in the United States which serve children or adults with physical, mental, social, and emotional handicaps are listed alphabetically by state. For each camp, information on types of the handicapped who are accepted, specific exclusions, age range, number and length of sessions, capacity, fee camperships available, and name and address of sponsor are given. Each section (resident and day camps) is indexed alphabetically by camp name and by type of impairment. Any camp that has received accreditation by the American camping association or that is in some degree supported by the Easter Seal Society is so indicated.

Availability: The National Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue. Chicago, Ill. 60612. ($1.00)

4. Directory of Facilities for Mentally Ill Children in the United States. National Association for Mental Health, New York, N.Y. 1967, 138p.

Admission Criteria, Children, Costs, Directories, Educational Facilities, *Emotionally Disturbed, Exceptional Child Education, Facilities, Institutional Facilities, Residential Centers, Special Schools, Special Services.

Facilities for mentally ill children are listed by states in this directory for parents and professional people. Each entry includes information on diagnostic considerations, capacity, admission criteria, whether the facility is residential or day care, geographic eligibility, and fees. Separate indexes list residential and day care facilities and member organizations of the National Association for Mental Health.

Availability: National Association for Mental health, Inc., 10 Columbus Circle, New York, New York 10019 ($2.50).

5. Directory of Regional Instructional Materials Centers, Regional Media Centers for the Deaf, and Associate Instructional Materials Centers in the Special Education IMC/RMC Network. (Listed by State).

A new, revised edition will be available late March, 1973 from the above address. No charge. A national network of instructional material centers (IMC) make information and material available throughout the nation. Instructional materials are on loan to special educators within each state. Materials have been specially selected and adapted for teaching special education. Some centers offer inservice training, consultation and educational workshops and conferences throughout the state. This directory offers addresses and names of directory of instructional materials centers in each state. Guam, Puerto Rico, and the Virgin Islands are also listed.

Availability: Office of the Coordinator Special Education IMC/RMC Network 1411 South Jefferson Davis Highway-Suite 928, Arlington, Virginia 22202 PHONE: 703-920-7770.

6. Directory of Residential Camps Serving the Mentally Retarded. National Assn. For Retarded Children, New York, N.Y. 1967, 53p. ED 019 792

*Exceptional Child Services, Mentally Handicapped, *Recreation, Resident Camp Programs, Educable Mentally Handicapped, Emotionally Disturbed, Cerebral Palsy, Minimally Brain Injured, Directories, Summer Programs.

Prepared by the National Association for Retarded Children from a questionnaire sent to state and local organizations, the directory (1967) lists resident camps serving the mentally retarded throughout the United States. Camps are entered alphabetically according to geographic location within each state. Types of children served include mentally retarded, educable mentally retarded, trainable mentally retarded, physically handicapped, emotionally disturbed, cerebral palsied, and brain injured. For each camp descriptive information states handicaps served, age range, season, fee, and capacity. Names and addresses of the sponsor and the contact for each camp are listed throughout. A companion volume on day camps is also available.

7. Directory of Services for Handicapping Conditions. Information Center for Handicapped Children, Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Washington Opportunities for Women, Inc., Washington, D.C. 1970, 410p. ED 043 142

*Directories, Educational Facilities, Emotionally Disturbed, *Exceptional Child Services, *Facilities, *Handicapped Children, Health Facilities, Libarary Facilities, Mentally Handicapped, Parent Associations, Physically Handicapped, Rehabilitation Centers, Resource Centers, Special Health Problems

The directory lists services available in the Washington, D.C. area for persons with mental, physical, or emotional handicaps or with special health conditions. An index by handicapping condition and an index by services offered precede the listing of facilities in the District of Columbia, Maryland (Montgomery and Prince George's Counties), and Virginia (Arlington and Fairfax Counties, and the cities of Alexandria and Falls Church). Information concerning each facility listed includes (where applicable): address, telephone, hours, director, type of staff, private or public, fees, area served, capacity, admission procedure, transportation, persons served, and description of program or services. Appendixes include lists of: libraries; Maryland and Virginia facilities outside the professional, and youth groups related to various handicaps; national sources of information; and U.S. government facilities.

8. Directory of Services for the Mentally Regarded in Georgia. Georgia. Georgia Dept. of Public Health, Atlanta. Council on Mental Retardation. Sept. 1966, 41p. ED 029 431.

Cerebral Palsy, College Programs, *Community Services, Day Care Services, *Exceptional Child Services. *Health Services. Institutions, Medical Schools, *Mentally Handicapped, Physically Handicapped, Private Agencies, Recreational Programs, Special Classes, Speech Clinics, State Agencies, *State Programs, Visually Handicapped, Vocational Rehabilitation, Welfare Services.

Services available from the following state agencies in Georgia aredescribed: the Department of Public Health, including state hospitals and schools, public health and community services, and services for maternal and child health, crippled children, and school health; the Exceptional Child and Vocational Rehabilitation Divisions of the Department of Education: The Department of Family and Children Services: the Recreation Commission: and university and hospital programs. Services provided by associations for the retarded, speech impaired, visually handicapped, crippled and cerebral palsied are discussed: and lists of day care and residential facilities for the retarded are included. Regional clinics, procedures, admission policies, and priorities for admission are considered. The location of 21 regular and specialized vocational rehabilitation services, and addresses of commissions and agencies to contact for further information are provided.

9. Directory of Services for the Multiply Handicapped Deaf and/or Hearing Impaired. Resources for the Rubella Deaf Child. Gallaudet Coll., Washington, D.C. Jun 1970, 102p. ED 043 157.

*Aurally Handicapped, Bibliographies, Directories, Educational Facilities, *Exceptional Child Services, Institutions, Literature Reviews, *Multiply Handicapped, Research Projects, Residential Schools, Rubella.

The directory contains information on centers, facilities, and schools which provide some services or programs suitable to the needs of the deaf or hearing impaired who have additional handicaps (adults as well as children). A brief description of the facility, the clients served, and the services offered accompanies the listing of each facility's name, address, and director, In addition, the following information is included: research projects in the field of rubella, and relating to the multiply handicapped; abstracts of literature on rubella and on the multiply handicapped hearing impaired; and bibliographies of literature on rubella and on the deaf multiply handicapped.

10. Directory of Services for the Retarded in the Greater Boston Area. Boston Univ., Mass. New England Materials Instruction Center.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. 1971, 216p. ED 053 498.

Agencies, *Directories, *Exceptional Child Services, *Mentally Handicapped, Private Schools, Residential Schools, *Boston.

Intended for parents and teachers, the directory lists schools and agencies for the retarded in the Boston area. An alphabetical listing of the schools and agencies is accompanied by a chart which makes it possible to spot check the services offered, including specific services for the multiply handicapped. A second section, alphabetically arranged, gives complete information on each organization: name and address, director or person to call for information, client information, services offered, and a summary.

11. Directory of Special Education Personnel in State Education Agencies. Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped. Jan 1970, 83p. ED 038 800.

*Administrative Personnel, *Directories, *Exceptional Child Services, Federal Programs, *Handicapped Children, State Programs.

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Included in the directory of special education personnel in state agencies are the names and addresses of chief state school officers, directors of special education and their staff, and the primary administrators of state-federal programs for handicapped children. Lists are provided for all 50 states and seven protectorates or specified areas.

12. Directory of State and Local Resources for the Mentally Retarded. Secretary's Committee on Mental Retardation (DHFW), Washington, D.C. Dec 1969, 129p. ED 038 784

Child Welfare, Clinics, Community Services, *Directories, Educational Programs, *Exceptional Child Services, Handicapped Children, Health Services, Medical Services, Mental Health Programs, *Mentally Handicapped, Privat Agencies, Rehabilitation Centers, Residential Centers, Sheltered Workshops, Special Programs, Special Services, State Agencies, Vocational Rehabilitation, Welfare Services.

The checklist includes state and local agencies, facilities, and other resources which render specific services to the mentally retarded. For each of the states and territories, the following are identified: state coordinating agencies, state agency administered programs, non-government state resources, clinical programs, and residential and special facilities.

13. Directory of Summer Camps for Children with Learning Disabilities. Association for Children with Learning Disabilities, Pittsburgh, Pa. May 1970, 47p.

Camping, *Directories, *Exceptional Child Services, *Learning Disabilities, *Resident Camp Programs, Summer Programs.

Reasons a learning disabled child should attend a summer camp are discussed, together with guidelines for selecting a camp and preparing the child. Information about the residential camps listed includes location, impairments served, age range, dates, size, fee, availability of camperships, and where to obtain further information.

Availability: Association for Children with Learning Disabilities, 2200 Brownsville Road, Pittsburgh, Pennsylvania 15210.

14. Docter, Powrie, Ed. Directory of Services for the Deaf in the United States; American Annals of the Deaf. Conference of Executives of American Schools for the Deaf. Social and Rehabilitation Service (DHEW), Washington, D.C. May 1969, 632p. ED 033 518

Adult Education Programs, *Aurally Handicapped, Camping, Day Schools, *Directories, *Exceptional Child Services, Hearing Clinics, Interpreters, Organizations (Groups), Professional Personnel, Rehabilitation Programs, Religious Organizations, Research Projects, Residential Schools, Special Classes, State Programs, Teacher Education, Teacher Educators, Teachers.

The directory contains a listing (made in October, 1968) of teachers of the deaf, teachers in training, teacher educators, and training centers. A directory of services lists religious workers with the deaf, American organizations, adult education programs, international programs, agencies of the United Nations, summer camps, social and rehabilitation services, rehabilitation and professional personnel, psychiatrists and social workers, centers and services for the deaf-blind, community services, and training programs supported by rehabilitation centers. Private and government sponsored research, publications on deafness, necrology, and state department programs are discussed. A directory of schools, classes, and clinics for the deaf in the U.S. and Canada is included along with information from the U.S. Office of Education on instructional materials centers and media services.

15. Doctor, Powrie Vaux, Ed.; Benson, Elizabeth E., Ed. Directory of Services for the Deaf in the United States. American Instructors of the Deaf; Conference of Executives of American Schools for the Deaf; Rehabilitation Services Administration (DHEW), Washington, D.C. May 1968, 856p. ED 012 537

Annotated Bibliographies, *Aurally Handicapped, Clinics, *Community Programs, Deaf, Directories, Doctoral Theses, *Exceptional Child Education, Films, Instructional Materials Centers, Instructional Media, Periodicals, *Personnel, Rehabilitation Centers, Research Projects, Special Classes, Special Services, Teacher Education Curriculum, Teachers.

The list of services includes religious workers, 20 American or organizations of and for the deaf, and 12 educational, rehabilitative, or professional services. Government sponsored research projects and graduate theses on deaf education are enumerated; a review of publications and a bibliography of periodicals on deafness are provided; a necrology is included. Also described are the following: state departments of education having a speech and hearing program and state departments of health having a conserva-

tion of hearing program; schools, classes, and clinics for the deaf in the United States, Canada, and Mexico; U.S. Office of Education Instructional Materials Centers, Media Services, and Captioned Films. The information is often presented in tabular form and includes addresses and/or other specifics.

16. Doctor, Powrie Vaux; Benson, Elizabeth E. Directory of Services for the Deaf in the United States. Conference of Executives of AN. Schools for Deaf. May 1967, 514p. ED 012 537

*Deaf, *Teacher Education, *Special Schools, *Special Classes, *Clinics, Teachers, Teachers Colleges, Organizations (Groups), Directories, Deaf Research, Services, Publications, State Programs, Speech Therapy, Hearing Therapy, Special Education, Residential Centers, Student Teachers, United States.

The directory contains information for the deaf and persons working with the deaf. Certified teachers of the deaf (including Canada) and student teachers (by college or university) are listed. Persons teaching courses on education of the deaf and teachers colleges are listed along with pertinent information. A directory of services includes religious work, organizations of and for the deaf, adult education, international programs, children's summer camps, rehabilitation and professional personnel, rehabilitation facilities, training programs, workshops, mettings and institutes, research projects, doctoral dissertations, and master's theses. There is a review of publications and a list of periodicals (including Canada). State Departments of Education having speech and hearing programs and State Departments of Health with hearing conservation programs are noted along with pertinent information. The directory of tabulated information about schools, pupils, teachers, and finances. Speech and hearing clinics (including Canada) are listed with information on staff, pupils, and services. Local depositories of captioned films for the deaf and a directory of instructional materials centers are included. This document was published as an issue of "American Annals of the Deaf," Volume 112, Number 3, May 1967

Availability: Editor, American Annals of the Deaf, Gallaudet College, Washington, D.C. 20002, ($3.00).

17. Gadlin, Walter & others. Directory of Sheltered Workshops Serving The Emotionally Disturbed, 1965. Altro Health and Rehabilitation Services, New York. Mar 1966, 114p. ED 011 164.

*Sheltered Workshops, *Emotionally Disturbed, *Vocational Education, *Vocational Rehabilitation, *Mental Retardation, Physically Handicapped, Neurologically Handicapped, Socially Disadvantage, Culturally Disadvantaged, Catalogs, Statistical Data, Referral, New York City.

A nationwide questionnaire surveyed 490 sheltered workshops serving the emotionally disturbed. Listings by states of such centers provide addresses, referral sources, age range of clients, year programs began, number of physically handicapped clients daily, number of emotionally disturbed clients daily, and types of emotionally disturbed, Information about workshop sizes, types of professionals employed, average length of stay of clientele, percentage of clients accepted, and percentage of clients rehabilitated are also given.

18. Glassman, Lynne, Comp.; Erickson, Donald, Comp. A Selected Guide to Government Agencies Concerned with Exceptional Children. Special Education IMC/RMC Network, Arlington, Va. Office of Education(DHEW) , Washington, D.C. May 1972, 23p. ED 064 810.

*Agencies; *Directories; *Exceptional Child Services; Gifted; *Government Role; Handicapped Children; *National Programs; Regional Programs

The selected guide to government agencies involved with exceptional children is based on data available as of April, 1971. (For a companion guide, see EC 042 251). For each agencylisted, the following information is provided where applicable: agency name, a brief explanatory statement about the agency and its responsibilities, center and director address, telephone number, region served, operational centers, planning centers, evaluation centers, and training centers. Coverage of the Special Education Instructional Materials Center/Regional Media Center Network include the Network office, Special Education Instructional Materials Centers, Regional Media Centers, and associate centers. Listed next is the United States Office of Education (USOE), Bureau of Education for the Handicapped Sponsored Programs, which includes various centers. Other USOE programs noted are the Bureau of Educational Personnel Development and the National Center for Educational Research and Development Sponsored Programs. Additional Department of Health, Education and Welfare Programs for the Handicapped mentioned are Social Rehabilitation Services and Public Health Service. Entered last are executive committees and the President's Task Forces.

19. Glassman, Lynne, Comp.; Erickson, Donald, Comp. A Selected Guide to Government Agencies Concerned with Exceptional Children. Special Education IMC/RMC Network, Arlington, Va. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. 1971, 18p. ED 054 582.

Agencies: *Directories; *Exceptional Child Services; *Federal Programs; Government Role; *Handicapped Children.

The compilation of information on government agencies concerned with exceptional children is based on data available as of April 1971. Intended as a resource guide for persons involved in activities for the handicapped, the directory

provides basic information on a broad spectrum of government programs; the Special Education Instructional Material Centers/Regional Media Centers (IMC/RMC) Network, USOE - Bureau of Education for the Handicapped sponsored programs (research and demonstration centers, regional resourc centers, deaf-blind centers, early childhood centers, supplementary centers), other USOE programs (Bureau of Educational Personnel Development, National Center for Educational Research and Development), other DHEW programs for the handicapped (Social Rehabilitation Services, Public Health Services), executive committees, and task forces. In addition to names, addresses, and phone numbers of each center or project, brief narrative descriptions of each type of government agency service or program are included in the guide.

20. Goodman, Elizabeth M. Directory of Programs for the Education of Handicapped Children in the U.S. Office of Education. Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped. May 1969, 88p. ED 036 017.

Agency role, Construction Programs, *Directories, Educational Programs, *Exceptional Child Education, *Federal Aid, Federal Legislation, Grants, *Handicappped Children, Professional Education, Program Administration, *Program Descriptions, Program Development, Research Projects, Special Services, Teacher Education.

The directory identifies the responsibilities and programs for the Education of handicapped children by the U.S. Office of Education and describes the purpose, size, and scope of effort of these programs. The major section of the document covers divisions within the Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education, and the Bureau of Higher Education. Other Bureaus covered are adult, vocational, and library programs, educational personnel development, research, and the Office of Construction Service. The role of each bureau or division is discussed. Types of benefits and responsibilities are tabulated for each program and the piece of legislation which goes with it. An Alphabetical index to programs and a categorical index are also included.

21. Goodman, Elizabeth M. Directory of Programs for the Education of Handicapped Children in the U.S. Office of Education. Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped. Jan 1969, 88p. ED 027 695.

Adult Education, Educational Facilities, Educational Programs, Educational Research, Elementary Education *Exceptional Child Education, *Federal Aid, Federal Programs, Financial Support, *Handicapped Children, Higher Education, Interagency Coordination, Library Services, Professional Education, Program Descriptions, *Program Development, Secondary Education, Special Services, Teacher Education, Vocational Education, Vocational Rehabilitation.

Information is provided regarding programs for the education of handicapped children in the U.S. Office of Education. Arranged by administrative agency, these programs include 13 in the Bureau of Education for the Handicapped, 13 in the Bureau of Elementary and Secondary Education, six in the Bureau of Adult, Vocational, and Library Programs, 11 in the Bureau of Higher Education, four in the Bureau of Educational Personnel Development, five in the Bureau of Research, and eight in the Office of Construction Service. Implications for the coordination of these programs are considered; summary charts of types of benefits and responsibilities, and alphabetical and categorical indexes are provided.

21A. Krusen, Frank H. Directory of Organizations Interested in the Handicapped. 1968, 100p. ED 043 148

*Agencies, *Directories, *Handicapped Information Sources, *Organizations (Groups), Rehabilitation

Intended as a reference to available sources of guidance, information, and advice, the directory lists 64 private and federal agencies and organizations concerned with training, treatment, techniques, and procedures used in rehabilitating and employing the handicapped. Organizations as varied as the American Psychiatric Association, the Boy Scouts of America, and the United Mine Workers of America Welfare and Retirement Fund are included. Each organization is described in terms of the executive officers, address, purposes, programs, and VRA (Vocational Rehabilitation Administration) projects, and publications.

Availability: Committee for the Handicapped, People to People Program, 1146 16th St. N.W., Washington, D.C. 20036. Free, available in limited quantity. 202-223-4450

22. Milligan, Glenne; Nisonger, Herschel. Directory of Residential Facilities for the Mentally Retarded, A National Directory of Public and Private Residential Facilities (Schools, Hospitals, Homes) for the Mentally Retarded in the United States and Canada. American Assn. on Mental Deficiency. 1965.

*Exceptional Child Education, *Mentally Handicapped Canada, Directories, Educational Facilities, Hospital Schools, Institutional Facilities, Institutional Schools Institutions, Private Schools, Public Facilities, Public Schools, Residential Centers, Residential Schools, Special Schools, State Licensing Boards, State Schools, United States.

Public residential facilities (138 in the United States and 10 in Canada) responded to a mail inquiry form. Informative data are listed regarding (1) The Historical Development of Presently Operational Institutions, (2) Rated Capacities and Actual Population, (3) Admission Policies, (4) Characteristics of Resident Population, (5) Resident Programs, and (6) Personnel. Private residential facilities (276 in the United States and seven in Canada) are listed with information about (1) Development of Institutions, (2) Rated Capacities and Actual Populations, (3) Admission Policies, and (4) Characteristics of the Resident Populations. Facilities are listed by state or province and city. Separate indexes list administrators and facilities by name. State licensing authorities are listed. This document was published by the American Association on Mental Deficiency.

Availability: The American Association on Mental Deficiency, P.O. Box 96, Willimantic, Conn. 06226, ($3.00)

23. New Jersey Association for Brain Injured Children's Compilation of Nursery Schools for the Handicapped. 1965, 10p. ED 039 669

Exceptional Child Education; Handicapped Children; Preschool Programs

New Jersey Preschools which accept handicapped children are listed. These fall into two categories: Those primarily for children with specific problems but also accepting the multiply and minimally handicapped; and those primarily for average children but also accepting some children with problems requiring special help. In addition, child evaluation centers are listed.

24. Sargent, F. Porter. The Directory for Exceptional Children--Educational and Training Facilities. 1965.

*Clinics, *Directories, *Handicapped Children, *Special Education. *Special Schools, Agencies, Aurally Handicapped, Day Care Programs, Day Schools, Emotionally Disturbed, Hospital Schools, Mentally Handicapped, Multiply Handicapped, Neurologically Handicapped, Orthopedically Handicapped, Physically Handicapped. Professional Ass. Residential Schools, Socially Maladjusted, Special Classes, Special Programs, Speech Handicapped, State Schools, Visually Handicapped, Vocational Training Centers

The directory, intended for both the professional worker and the lay person lists and furnishes detailed information concerning facilities for Therapy, training, rehabilitation, and education of children unable to attend regular school. Listed are schools and treatment centers for the emotionally

disturbed and socially maladjusted, phychiatric and guidance clinics, tutoring and remedial schools, day facilities for orthopedic and other handicaps, facilities for various special health problems, residential, day and state facilities for the mentally retarded, speech and hearing clinics, and schools for the blind, partially sighted, deaf, hard of hearing, and speech handicapped. The areas of exceptionality are indexed by state and include address, director, enrollment, ages, handicapped accepted, rates, faculty, ownership, and year established. An additional index lists facilities by various special needs of the handicapped. Associations, societies, foundations, and federal and state agencies are listed by type of handicapped served.

Availability: Porter Sargent Publisher, 11 Beacon Street, Boston 8, Mass. ($7.00)

25. A Selected Guide to Public Agencies Concerned with Exceptional Children. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Office of Education (DHEW), Washington, D.C. May 1972, 11p. ED 063 724

*Abstracts; *Agencies; *Annotated Bibliographies; *Exceptional Child Services; Gifted; *Guidelines; Handicapped Children

A selected listing of public agencies involved with exceptional children is presented. Approximately 90 agencies are included. Abstracts are provided for each entry, with an organization described in terms of its purpose, membership requirements, publications, sponsorship of conferences, and affiliation with local chapters, where applicable. (For a companion guide, see ED 054 582).

26. A Selected Guide to Public Agencies Concerned with Exceptional Children. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children, Washington, D.C. Jun 1971, 10 p. ED 054 583

*Agencies; *Directories; *Exceptional Child Services; *Handicapped Children; *National Organizations; Parent Associations; Professional Associations

The annotated directory of national associations, organizations, and agencies whose services relate to exceptional children, both handicapped and gifted, contains 89 entries, listed alphabetically. Following the name, address, and phone number (where available) of each organization, a descriptive paragraph summarizes its purpose, membership requirements, publications, sponsorship of conferences, and affiliations with local chapters. The guide is intended as a useful resource for educators and parents seeking needed information and service.

27. Young, D. R., Ed. The Directory for Exceptional Children. 1969, 1149p.

Day Care Services, *Directories, *Exceptional Child Services, *Handicapped Children, Hearing Clinics, Hospitals, *Institutional Facilities, Mental Health Clinics, Organizations (Groups), Private Agencies, Public Facilities, Residential Care, Special Schools, Speech Clinics, State Agencies

Introduced with guides to usage and abbreviations, the directory includes listings of facilities which have been reported as closed or merged, private and state schools for the emotionally disturbed, psychiatric and guidance clinics, facilities for orthopedic and neurological handicaps, facilities for special health problems, residential and day institutions for the retarded, schools for the blind, deaf, and speech handicapped, and speech and hearing clinics. Additional facilities are listed by specific need; associations, societies, and foundations for specific exceptionalities are enumerated; and announcements, regional maps, and lists of federal and state agencies and personnel are provided. Each listing is accompanied by a brief description.

Availability: Porter Sargent Publisher, 11 Beacon Street, Boston, Mass. 02108. ($12.00)

BIBLIOGRAPHIES

B. Bibliographies

28. An Annotated Bibliography on Early Childhood. Michigan Univ., Ann Arbor. Architectural Research Lab. Educational Facilities Labs., Inc., New York, N.Y.; Head Start. 1970, 107p. ED 049 822

*Early Childhood Education; *Annotated Bibliographies; *Educational Programs; *Child Development; Health Programs; Day Care Programs; Kindergarten; Equipment; Play; Physical Facilities; Standards; Financial Support; Disadvantaged Youth; Handicapped Children; Infants; Community Programs; Information Sources

This annotated bibliography of more than 150 books and articles covers a wide range of topical areas concerned with the relationship of the young child to his environment. Among the 18 topics included are: child development; health, educational, staff, and community programs; infants and toddlers, handicapped children; Project Head Start; day care; and disadvantaged children. Sources for periodicals, bibliographies, and films are also listed. The bibliography is intended to be a source of information within itself as well as a directory to information sources. Annotations are extensive. The selection of publications to be included was guided by the professional interests of the project staff rather than by any explicit theory of early child care and development.

Availability: Publications Distribution Services, University of Michigan, Ann Arbor, Michigan 48104. ($4.00, Monograph ECF/1)

29. Bibliotherapy: An Annotated Bibliography Dealing with Physical and Self-Image Handicaps. Nassau County Board of Cooperative Educational Services, Jericho, N.Y. 1971, 26p. ED 061 689

*Annotated Bibliographies; Bibliographies; Bibliotherapy; *Childrens Books; *Emotional Adjustments; *Exceptional Child Education; *Handicapped Children; Self Concept

The annotated bibliography lists fiction and nonfiction (bibliographies and autobiographies) books dealing with various handicaps or with physical problems such as overweight and extremes of stature. A code identifies books concerning the following handicaps: deaf, deaf blind, blind, limited vision, orthopedic handicap, chronic disease, and self-image handicap. Also indicated is whether the book is intended for primary, intermediate, junior high, or senior high students. The purpose of the bibliography is to provide a source list of books which can help handicapped children improve their self image and help nonhandicapped children better accept their handicapped peers.

30. Counseling and Psychotherapy: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 25p. ED 052 573

Annotated Bibliographies, *Bibliographies, *Counseling, Emotionally Disturbed, *Exceptional Child Education, Gifted, Group Therapy, *Handicapped Children, *Psychotherapy

Listed in the bibliography, one of a series of over 50 similar bibliographies on exceptional (both handicapped and gifted) children, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy (including group therapy) particularly in reference to emotionally disturbed children. Entries, which include research reports, journal articles, texts, and other publications, were selected from Exceptional Child Education Abstracts. Each entry includes bibliographic data, availability information, indexing and retrieval descriptors, and an abstract. Also provided are an author index and a subject index.

31. Gotts, Ernest A., Comp. A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children. Volume II, Number I. 1971, 188p. ED 061 687

*Bibliographies; *Child Development; *Early Childhood Education; *Exceptional Child Education; *Handicapped Children; Preschool Children

The major purpose of the bibliography is to provide the Training Facilitator of an Exemplary Early Childhood Center with a resource for aiding staff in finding information useful to persons working in programs for preschool handicapped children. The first of three sections concerns general Early Childhood Education and such related topics as day care, readiness, Montessori, learning theory applications, parents, aides, inservice education, testing and assessment, training programs, and program evaluation. The second section of the bibliography focuses on Early Childhood Education and Handicapped Children. References are organized by handicapping condition. The third section lists documents on Child Development: general, intellectual, language, physical, and social-emotional development.

32. Horne, Eleanor V., Ed. Test Collection Bulletin. Report No--ETS-TC-Bull-Vol-4-NO-4, October 1970, 14p. ED 045 727

Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, Interest Tests, *Library Collections, Management, Handicapped, Personality Tests, Personnel Evaluation, Preschool Tests, Teacher Evaluation, *Testing Programs, *Test Reviews, *Tests

This bulletin lists and provides brief annotations for the instruments acquired by the Test Collection of Educational Testing Service from July through September of 1970, whether published in the U. S. or abroad. Other information includes announcements of new tests soon to be available; tests no longer available; a supplementary list of national testing programs for 1970-71 (this is not restricted to ETS-administered programs); a listing of recent test reviews; and a listing and brief annotation for new reference materials in the field. Addresses of all publishers or organizations whose materials and services are mentioned are included. Back issues of this publication are also available, free of charge, on request.

Availability: Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (Free)

33. Kaufman, Martin. Selected Bibliography and Notations: Parents, Teacher Aides, and In-Service Education. Vol. 1, No. 7. 1971, 41p. ED 055 388

*Bibliographies; Early Childhood Education; Exceptional Child Education; Handicapped Children; *Inservice Teacher Education; *Parent Influence; *Parent Role; Parent School Relationship; *Teacher Aides

The emphasis of the bibliography on parents, teacher aides, and inservice education is on the utilization of parents as teacher aides in school and at home to foster the fullest development of children. Its stated purpose is to provide a resource for persons desiring information on the maximal enhancement of the interactions between parent and child, teacher and child, and teacher and parent. Entries deal with such topics as parent attitudes, parent child relationships, teacher-parent cooperation, paraprofessional programs, teacher aides' roles and reactions, parent education, inservice programs, family influence, and other related topics. Appended notes are comments and quotations collected by the author in an initial attempt to compile information for a monograph on the utilization of parents as teacher aides. They deal with instruction and utilization of parents and the home in early childhood programs for exceptional children in particular.

34. Parent Counseling: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 20p. ED 054 573

*Annotated Bibliographies; *Bibliographies; *Counseling; *Exceptional Child Services; Gifted; Handicapped Children; Parent Attitudes; *Parent Counseling

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 76 references dealing with the counseling of parents of exceptional children. Ranging across all handicapping conditions, physical and mental, and giftedness, the references treat such aspects of parent counseling as child rearing principles, family relationship, family counseling, group therapy, parent attitudes, parent role, parent-child relationship, and others. Entries, which include texts, journal articles, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Author and subject indexes are provided.

35. Parent Education: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 20p. ED 053 513

*Annotated Bibliographies, Bibliographies, Child Rearing, *Exceptional Child Education, Gifted, Guides, *Handicapped Children, *Parent Education, *Parent Role

One in a series of over 50 similar listings relating to handicapped and gifted children, the annotated bibliography contains 92 references selected from Exceptional Child Education Abstracts written for or about parents of exceptional children. Manuals, guides, presentations of suggested activities and child rearing techniques, and other such informative documents addressed to parents or concerned with the role of parents are included. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Author and subject indexes are provided.

36. Perceptual-Motor Development: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 23p. ED 052 574

*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Handicapped Children, Learning Disabilities, Motor Development, Perceptual Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, Psychomotor Skills

One of a series of over 50 similar selected bibliographies dealing with handicapped and gifted children, the bibliography contains 96 references concerning perceptual-motor development and learning. Entries, which include research reports, texts, journal articles, and other types of literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval terms, and abstracts for all entries. Also provided are author and subject indexes.

37. Preschool and Early Childhood: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 19p. ED 050 526

*Annotated Bibliographies, *Bibliographies, Child Care, Child Development, *Early Childhood Education, *Exceptional Child Education, *Preschool Children

The bibliography cites 67 items relating to preschool and early childhood selected from "Exceptional Child Education Abstracts." Bibliographical data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. One in a series of over 50 similar selected listings in the area of handicapped and gifted children, the bibliography contains references on research reports, conference papers, journal articles, texts, and program guides. Author and subject indexes are also included.

38. Regular Class Placement/Special Classes; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 24p. ED 065 967

Abstracts; *Bibliographies; *Exceptional Child Education; Gifted; *Handicapped Children; *Regular Class Placement; *Special Classes

The selected bibliography on regular class placement and special classes for handicapped and gifted children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1957 to 1971.

39. Regular Class Placement/Special Classes: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 15p. ED 052 567

Ability Grouping, *Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, Grouping (Instructional Purposes), Handicapped Children, *Regular Class Placement, *Special Classes

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the bibliography contains 56 references dealing with the issue of regular or special class placement for exceptional children. Entries, which include texts, journal articles, conference papers, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included.

CURRICULUM GUIDES

C. Curriculum Guides

40. Ainsworth, C. L. Curriculum Guide for Special Education. July 1966, 212p. ED 010 917

*Class Activities, *Curriculum Guides, *Special Education, *Educable Mentally Handicapped, *Educational Programs, Vocational Education, Instructional Materials, Program Evaluation, Instructional Programs, Curriculum Evaluation, Big Spring

A curriculum for educable mentally retarded children from age 6 years through graduation is presented. It centers on a study of the local community with the chief purpose of training mentally retarded children to live and work productively there, and also to educate the community to accept them as contributing citizens. Basic academic skills in communication, social studies, arithmetic, and science are presented sequentially by levels, and specific activities are outlined or illustrated.

41. Baumgartner, Bernice B. Guiding the Retarded Child, An Approach to a Total Educational Program. 1965, ED 014 835

*Curriculum, *Exceptional Child Education, *Mentally Handicapped, *Teaching Methods, Curriculum Guides, Educable Mentally Handicapped, Educational Objectives, Learning Activities, Physical Education, Preschool Children, Scheduling, Special Classes, Teacher Evaluation, Teacher Responsibility, Teacher Role, Teaching Procedures

This book presents an approach to educating the mentally retarded child, with the emphasis on providing a comprehensive educational program based on creating a home-school-community environment. It is addressed to special education and special subject teachers, to the regular classroom teacher with a mentally retarded child in his class, and to administrators, parents, and other professionals working with the mentally retarded. The role and functions of the teacher, as he creates a beneficial environment for learning, form the first area of consideration. The use of social communication as the key to experience is discussed. Recording observations, writing reports and preparing daily plans is explained and shown to be necessary for plotting a realistic long-range course. The importance of scheduling time is noted. The following section deals with specific subjects, both academic and those fostering creative and recreational growth. The comprehensive environment approach is related to the language arts, social studies, arithmetic, science, physical education, music, art, homemaking and occupational education. The final section enumerates and describes appropriate learning situations and discusses the total program concept. Selected references for professionals and students are included in some chapters. This document was published by the John Day Co., New York, N.Y. $6.95.

42. Connor, Frances P., Talbot, Mabel E. An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education. 1966, 314p. ED 014 182

*Educable Mentally Handicapped, *Curriculum Development, *Preschool Education, Classroom Environment, Curriculum Guides, Educational Research, Experimental Curriculum, Intellectual Development, Learning Processes, Preschool Children, Preschool Curriculum, Preschool Programs, Rating Scales, Special Classes, Special Education, Teaching Methods.

This curriculum report is a description of a special education program for preschool educable mentally retarded children, together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings--discussion periods, group handwork projects, free play, juice time, playground, and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management are discussed, as are the various evaluative methods used. A reference list of 69 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, N.Y., $3.25.

43. Curriculum Guides; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. July 1972, 31p. ED 065 959

Abstracts; *Bibliographies; *Curriculum Guides; *Exceptional Child Education; *Gifted; *Handicapped Children

The selected bibliography of curriculum guides for handicapped and gifted children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing

terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971.

44. Curriculum Guides: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. February 1971, 24p. ED 051 592

*Annotated Bibliographies, Aurally Handicapped, *Bibliographies, *Curriculum Guides, *Exceptional Child Education, Gifted, Learning Disabilities, Mentally Handicapped, Vocational Education

The bibliography contains references to curriculum guides selected from Exceptional Child Education Abstracts. One in a series of over 50 similar selected listings, the bibliography cites curriculum guides primarily applicable to the education of the mentally handicapped, aurally handicapped, learning disabled, or gifted. Each entry contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided.

45. Curriculum Guide for Teachers of Educable Mentally Retarded--Primary. Palm Beach County Board of Public Instruction, West Palm Beach, Fla. 1969, 104p. ED 039 661

Behavioral Objectives, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Instructional Materials, Lesson Plans, *Mentally Handicapped, Primary Grades, Teaching Methods

Designed for use with primary level educable mentally handicapped children, the guide lists general objectives, gives a unit and a daily lesson plan on wise buying from the grocery or stationery store, and explains how to make experience charts. Over three-fourths of the guide consists of behavioral objectives with general objectives and terminal behavior specified and the following listed: communicative and functional skills, subject area, suggested methodology, and materials.

46. A Curriculum Guide for Teachers of Mentally Retarded Pupils. Detroit Public Schools, Mich. Report Number DPS-Pub-5-381-TCH. 1964. ED 019 768

*Curriculum, *Exceptional Child Education, *Mentally Handicapped, *Program Planning, *Teaching Methods, Curriculum Guides, Detroit, Educable Mentally Handicapped, Family Life, Education, Health Education, Intermediate Grades, Learning Activities, Physical Education, Physical Environment, Prevocational Education, Primary Grades, Safety Education, Science Education, Sciences, Secondary Grades, Social Studies

Designed to meet the objectives of self realization, human relationship, economic efficiency, and civic responsibility, this guide for teachers of mentally retarded students is organized into five areas of living. The area of home and family living includes the family, the home, child care and training, and friends. The health and safety area covers safety as a way of life, personal health, social and emotional adjustment, recreation, and community health. Considered in the democratic living area are the family, the neighborhood, the city and county, the state, our nation, and the world. The vocational area treats workers and their work, getting ready for a job, keeping a job and gaining advancement, services and benefits available to workers, and guidance topics. The world around us area covers animals, plants, the earth, machines and power, and space, each area is divided into levels for ages 7-11, 11-15, and 15 to school termination. Outlines of information to be taught are provided. The following activities are listed-discussion, dramatization and games, demonstrations and talks, scrapbooks and notebooks, drawings, murals and dioramas, craft and construction, trips, and other activities, suggestions are also given for instruction in language arts, arithmetic, practical and fine arts, prevocational education and training, health and physical education, and science. This document was published by the Board of Education of the school district of the City of Detroit, Michigan.

47. Curriculum Guide for Teachers of Trainable Retarded Children. Missouri State Dept. of Education, Jefferson City. August 1967, 237p. ED 038 781

Academic Education, Creative Development, *Curriculum Guides, *Exceptional Child Education, Family Life Education, Health Education, Instructional Materials, Language Development, Learning Activities, *Mentally Handicapped, Perceptual Development, Physical Development, Safety Education, Self Care Skills, Sensory Training, Social Development, Trainable Mentally Handicapped, Vocational Education

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation.

48. Curriculum Guide for the Educable Mentally Handicapped. South Carolina State Dept. of Education, Columbia Div. of Instruction. 1968, 57p. ED 025 880

*Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, Guidelines, Instructional Materials, Intermediate Grades, Junior High Schools, Language Arts, *Mentally Handicapped, Music, Primary Grades, Program Administration, Sciences, Senior High Schools, Social Studies, State Curriculum Guides, State Laws, Teaching Methods

Focusing on the general objectives of emotional, social, and academic development, and economic and physical growth, five areas of curriculum are described. The area of language arts includes motor, oral sensory development in readiness, habits and attitudes, reading, writing, spelling, and language. Arithmetic instruction is divided into primary, intermediate, and secondary levels; science and social studies concepts are presented for primary, intermediate, and junior and senior high levels. Singing and rhythms are included in music education. Appendixes list information on instructional materials centers and state guidelines for classes for the educable retarded.

49. Curriculum Guide for Trainable Retarded Children. Webster County Supt. of Schools Office, Iowa. 1967, 42p. ED 014 825

*Exceptional Child Education, *Mentally Handicapped, *Curriculum, Trainable Mentally Handicapped, Curriculum Guides, Units of Study (subject fields), Webster County, Iowa

Eligibility for admission, administrative practices, and educational objectives are discussed, characteristics of these trainable mentally retarded children are described, and daily schedules for younger and older groups are listed. Teaching suggestions are presented for social adjustment (including self-care), economic usefulness, academic achievement, language, writing, reading, arithmetic, science, music, and physical training. A few broad objectives are mentioned, but most of these areas contain lists of specific tasks to be accomplished, social adjustment emphasizes class participation by sharing or taking turns, accepting responsibility, self-care in dressing and undressing, hygiene, and health. Economic usefulness refers to the degree of liability to the family or society, not to money or income. The children learn tasks related to cooking, cleaning, and other home activities. Academic achievement emphasizes language development through speech drills, writing, reading, story periods, roll call activities, listening skills, unison speaking, spelling, and reading pictures. Arithmetic concepts cover amount, simple counting, shape of numbers, relating counting to quantity concept, associating a number symbol with an amount, writing numbers, number sequence, addition and subtraction, size, time, calendar, temperature, measures, money, ages, and telephone usage. Science aspects include animals, plants, and weather. Physical training with and without equipment includes development of large and small muscles. Music appreciation covers types of songs, use of songs, rhythms, rhythm instruments, keeping time, and listening appreciation.

50. Dabney, Nelle, Ed. Curriculum Guide for Teachers of Trainable Mentally Retarded Children. 1971, 625p. ED 057 520

*Curriculum Guides; *Exceptional Child Education; *Mentally Handicapped; *Trainable Mentally Handicapped

The curriculum guide for trainable mentally retarded students in Missouri state schools for retarded children covers 10 major educational areas: sensory and perceptual training, oral language development, physical education, safety education, self care and personal health, interpersonal relations, fine arts, functional academics, home living, and vocational preparation. Listed for each area are learnings, procedures for the activity, and materials and equipment needed. Learnings are presented for three levels of development (primary, ages 6-10; intermediate, ages 10-14; advanced, ages 15-21), which are distinguished by the use of different colored pages. Information concerning resources and materials and a bibliography conclude each of the 10 areas covered.

51. Evans, Don F. Curriculum Guide--Trainable Retarded. April 1964, 133p. ED 012 116

*Trainable Mentally Handicapped, *Curriculum Guides, *Vocational Education, *Scheduling, *Teaching Guides, Special Education, Facilities, Elementary Grades, Secondary Grades, Prevocational Education, Curriculum, Classroom Arrangement, Admission Criteria, Equipment, Units of Study (Subject Fields), Instructional Materials, Records (Forms), San Francisco Social Competency Scale, Stockton

Schedules in chart form for trainable children in orientation, primary, and intermediate groups show topic areas and activities along with instructional materials and suggestions. At the terminal-secondary level, the vocational program is discussed and daily schedules and weekly units for yearly planning are presented. Topic areas, activities, instructional materials, and suggestions are outlined for terminal-secondary units on homemaking and good grooming. The San Francisco social competency scale which evaluates self-help, initiative-responsibility, social skills, and communication is included. The guide also includes sample student evaluation forms and lists of suggested facilities, equipment, and instructional materials.

52. Hogan, Sister James Lorene. The What? When? and How? of Teaching Language to Deaf Children--Preschool and Primary Grades. 1968, 100p. ED 039 651

*Aurally Handicapped, Communication Skills, *Curriculum Guides, Deaf, *Exceptional Child Education, Language Arts, *Language Development, Learning Activiites, *Preschool Children, Teaching Methods

Three levels of work in language development for preschool and primary age deaf children are presented, along with suggested daily schedules and yearly programs. Skills covered are speech, lipreading, auditory training, and language. Instructions are given for teaching activities in the areas of the various parts of speech and types of sentences. Additional activities include calendar work, news and experience stories, special expressive work, games and occupations, vocabulary development, and beginning composition.

Availability: Fontbonne College, Wydown and Big Bend Blvds., St. Louis, Missouri

53. Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. 1968, 144p. ED 028 583 (Available in Microfiche Only)

Associative Learning, Auditory Perception, *Communication Skills, Disadvantaged Youth, *Exceptional Child Education, Instructional Materials, Language, Language Development, *Learning Activities, Learning Disabilities, Listening Skills, Memory, Mentally Handicapped, Perceptual Motor Learning, Preschool Children, *Psycholinguistics, Recall (Psychological), *Teaching Methods, Verbal Ability, Visual Perception

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding, understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources.

Availability: The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC $2.75).

54. Molitor, M. Graham and Others. A Curriculum for the Pre-School Child. January 1967, 16p. ED 016 341

*Exceptional Child Education, *Curriculum, *Mentally Handicapped, Preschool Children, Educable Mentally Handicapped, Trainable Mentally Handicapped, Institutional Schools, Institutionalized (Persons), Preschool Curriculum, Preschool Programs, Curriculum Guides, Residential Schools, Residential Programs, Southern Wisconsin Colony and Training School

This preschool program of the Southern Wisconsin Colony and Training School is planned to provide stimulation and experiences similar to those which a mother might provide at home. Experiences provide opportunities for indulgence of curiosity and imagination, comfortable competition with self and others, recognition and attention as an individual, participation to

foster growth in individual capacities, and social participation, experiences are outlined in four major areas--(1) self-care, (2) body usage, (3) basic knowledge, and (4) self expression. Teaching suggestions are presented for each area. The bibliography lists 10 items.

65. Murdoch, Thomas S. A Curriculum Guide for the Educable Retarded. 1964, 66p. ED 012 980

*Curriculum Guides, *Educable Mentally Handicapped, Mentally Handicapped, Special Education, Units of Study (Subject Fields, Carson City

Designed to outline a program based on the needs of educable mentally handicapped pupils, this guide presents a logically structured sequence of goals or accomplishments from pre-school through the secondary level. State standards for identification, classification, and class composition are presented along with teacher qualifications, and certification requirements. Suggestions to the teacher for working with parents, testing and reporting methods, and suggestions for classroom equipment and facilities are given. Instructions in developing, presenting, and evaluating an experience unit as the basic instructional method are presented. In addition, goals are given for each of five age levels in arithmetic, social communications, safety, health, and vocational competencies.

56. Northcott, Winifred H., Ed. Curriculum Guide: Hearing-Impaired Children--Birth to Three Years--and Their Parents. December 1971, 174p. ED 057 527

*Aurally Handicapped; Behavioral Objectives; *Curriculum Guides; *Early Childhood Education; *Exceptional Child Education; *Infancy; Language Instruction; Parent Education; Parent Role; Preschool Children; Program Descriptions

The guide describes the components of a comprehensive infant program for hearing impaired children 0-3 years of age and their parents. Primary focus is upon a home-centered, parent-guided, natural language approach to learning, based upon the child's daily activities. An interdisciplinary professional staff guides the parents in the individually prescriptive oral and aural program. A parent-teaching program developed and supported through sustained parent guidance and education is central to the educational design. Outlined are guidelines for the development of the infant program and for parent guidance and education, integration of the child into a regular nursery school, principles of language development, parent-child interaction patterns, and evaluation methods. Stipulated for each of eight age levels during the first 3 years of life are an overall goal; program objectives for child and parents; desired developmental patterns in neurological, cognitive, social, and language areas; suggested daily home activities; sample phrases to use with the child; and a sample experiential activity. Also described are objectives and principles of the individual teaching program, experience charts, and auditory training.

57. Program Planning for Retarded Classes. Dade County Public Schools, Miami, Fla. December 1964, 103p. ED 014 162

*Educable Mentally Handicapped, *Trainable Mentally Handicapped, *Curriculum Guides, Elementary School Students, Instructional Materials, Preschool Programs, Secondary School Students, Special Education, Miami

This curriculum guide presents five programs for mentally handicapped students--preschool retarded, severely retarded, primary educable retarded, intermediate educable retarded, and junior and senior educable retarded. Social studies, language, arithmetic, music, art and crafts, physical education, science, writing, spelling, occupational training, and reading are outlined by objectives and activities. Suggested lists of instructional materials and teacher bibliographies are included.

58. Restaino, Lillian C. R.; and Others. Curriculum Development for Young Deaf Children with Specific Learning Disabilities: Phase II. 1971, 48p. ED 060 604

*Aurally Handicapped; Cognitive Development; *Curriculum Development; *Exceptional Child Education; *Learning Disabilities; *Multiply Handicapped; Teacher Role

Examined are the steps involved in developing a curriculum for young deaf children with specific learning disabilities; the curriculum is thought to reflect an educational and remedial model based upon findings in previous studies in perceptual, cognitive, and educational psychology. The earlier studies are summarized briefly to explain the history and foundation for the CREED 5 Curriculum. The primary goal of the overall project is stated to be development of cognitive processes in the child; the curriculum content is described as perceptual and cognitive. At each developmental level, the curriculum was subjected to evaluation by teachers and supervisors from 12 schools for the deaf in New York State. The curriculum focuses on five instructional areas of gross motor coordination, sensory motor integration, visual analysis, attention and memory, and conceptualization. Implementation of the curriculum, viewed as comprehensive and developmental, is based on paraprofessional involvement, continual program evaluation, and individualized instruction. Involvement of a representative group of supervisors and teachers in a series of ongoing seminars as part of the curriculum development was reviewed to highlight teacher role in each stage of the curriculum development. (See also ED 046 167 for Phase I: for related documents see also EC 041 647, 648, and 650.)

59. Schattner, Regina. An Early Childhood Curriculum for Multiply Handicapped Children. 1971, 143p. ED 050 535

Class Activities, *Curriculum Design, *Early Childhood Education, *Exceptional Child Education, Instructional Materials, *Multiply Handicapped, *Program Descriptions, Teaching Methods

The guide for understanding the multidemsional educational problems of multiply handicapped children and for developing an appropriate curriculum and setting is addressed to teachers. Methods, materials, and a curriculum for working with young (ages 4-9 years) multiply handicapped children are presented. The program includes an enriched language program to prepare the children who will go on to academic learning in a school setting. The curriculum can be adapted for children with motor and sensory defects, mental retardation, or emotional disturbance. Discussed are the identification and early years of the multiply handicapped; the ideal physical plant and special education classroom; the professional staff and teacher-parent cooperation; and an educational program which is a compilation of techniques used with multiply handicapped children (blind-cerebral palsied, mentally retarded emotionally disturbed) in two different schools. Ages and grouping, physical development, play, creative activities, language development, introduction of tool subjects, and arithmetic are covered, with appropriate activities and materials indicated. The partially sighted child and the blind child are treated in two separate chapters.

Availability: John Day Company, 257 Park Avenue South, New York, New York 10010

60. Zabel, James D. Physical Education Curriculum-Resource-Units: A Teacher's Manual. 1972, 93p. ED 063 693

*Curriculum Guides; Elementary School Students; *Exceptional Child Education; *Handicapped Children; Junior High School Students; *Physical Activities; *Physical Education; Physical Fitness; Preschool Children; Secondary School Students; Special Education Teachers

The teacher's manual on physical education curriculum is designed to serve all handicapped children, preschool through high school. The manual first states the problem of phusical education, its scope, limitations, and the value and importance of physical education in the special education area. Instructions and guidelines are then provided for teaching basic body movements and movement experiences for children. Six sample units are presented for balance, body awareness, spatial awareness, muscular strength, rhythm and dance, and group events. The majority of the manual is devoted to describing the activities, which are numerous for each of the six areas. Special consideration is said to have been given to age level, seasons, and indoor and outdoor types of units. A sample listing of testing and measuring devices, suggesting individual evaluation possibilities, is then included.

Availability: Discovery Through Outdoor Education, M.I.S.D., 4401 Garfield Road, Mount Clemens, Michigan 48043 ($2.00)

CONFERENCE PROCEEDINGS

D. Conference Proceedings

61. Proceedings on Early Education of Handicapped Children. United Cerebral Palsy Association, New York, N.Y. February 1972, 78p. ED 065 945

*Conference Reports; *Early Childhood Education; Educational Accountability; *Educational Programs; *Exceptional Child Education; *Handicapped Children; Models; Multiply Handicapped; Program Descriptions

The conference reports on early education of handicapped children includes nine major papers on aspects of early childhood education. First explained is the objective of the Bureau of Education for the Handicapped during the 1970's, followed by a paper that emphasizes the need for help for the child who has suffered early developmental disruption. The discussion on curriculum and evaluation development as a process for learning focuses on helping the child achieve his potential and on preventing secondary deficits. Elements of teacher accountability in program development and curriculum development for early childhood education of multiply handicapped children are covered in three papers. The next two papers discuss the mission of providing an early education, the government role, and child advocacy to various extents. Then explained is a service approach toward the improvement of programs for individuals with neuro-motor and sensory handicaps in addition to mental retardation. The Nassau preschool program for multiply handicapped children is described to be highly motivating for the children. Financing of educational programs, with emphasis on the federal level, is the last discussion. The remainder of the report concerns educational models from zero to 5 years of age.

62. Exceptional Children Conference Papers: Early Childhood Education. Council for Exceptional Children, Arlington, Va. 1972, 89p. ED 062 741

Aurally Handicapped; Conference Reports; Early Childhood Education; Environmental Influences; *Exceptional Child Education; *Handicapped Children; Infancy; Parent Role; *Preschool Children; *Program Descriptions; Teacher Role

The first of seven conference papers on early childhood education considers environmental influences and environmental space planning as related to early childhood education centers. New teaching roles in early education of handicapped children are defined and implementation of programs in the public schools for aurally handicapped children under the age of 3 years is discussed. Additional papers focus on home based learning programs for handicapped preschool children, parents as educational change agents for infants in a home visiting intervention program, the effects of a token system on inappropriate talk-outs and out-of-seat behaviors in a third grade class, and special education for normal kindergarten children with subtle developmental learning delays.

63. Exceptional Children Conference Papers: Objectives, Methods, and Alternatives. Council for Exceptional Children, Arlington, Va. 1972, 130p. ED 062 738

Art; Conference Reports; *Curriculum Development; Educational Methods; *Exceptional Child Education; *Federal Legislation; *Handicapped Children; *Research Design; Study Habits

Nine conference papers focus on objectives, methods, and alternatives in the education of handicapped children. The first paper, by Sidney P. Marland, U. S. Commissioner of Education, reports on progress made towards full educational opportunity for handicapped children. Research design and methodology are discussed in relation to curriculum research past and present, a five-category research framework, and design of a curricular research methodology. Other papers concern the special education resource room, a model preschool for handicapped children and the behavior modification model, competency based education, the usefulness of instructional materials, in-service teacher education to improve services to mildly handicapped children in the regular classroom, the effects of isolated study on academic performance, and an exhibition of art by the handicapped.

64. Bradshaw, James A., Ed.; and Others. Contiguity and Continuity in General and Special Education. January 1972, 186p. ED 064 830

Conference Reports; *Educational Needs; *Educational Philosophy; Educational Programs; Etiology; *Exceptional Child Education; *Handicapped Children; Learning Disabilities; *Mentally Handicapped; Teacher Education

Presented are thirteen selected papers focusing on the relationship of special education to regular education. The first short paper explains the purpose of the conference, while the next three papers discuss various aspects of mental subnormality; that many cases of mental subnormality result from prenatal famine, that mental subnormality resulting from deprivation in the existing society is society's achievement and challenge, and that factors in reproduction relate to mental subnormality. The following paper examines learning disabilities in terms of why a child cannot learn and minimal brain dysfunction. Then discussed are the special education/general education interface and the integration of professional training. A symposium on discontinuity in general education/special education reviews topics related to the realization that a basic problem is the educator himself. Papers on the reintegration of training and a model for the operational implementation of educational research and training in the classroom are then presented. A symposium on strategies, models, and ideas for action in western colleges and universities considers topics such as teacher education and student placement. Rap session comments on conference topics and explanation of the mutual goal of special and regular education are provided last.

65. Exceptional Children Conference Papers: Deaf-Blind, Language, and Behavior Problems. Council for Exceptional Children, Arlington, Va. April 1971, 104p. ED 052 402

*Aurally Handicapped, Conference Reports, *Deaf Blind, Early Childhood Education, *Exceptional Child Education, *Language Handicapped, *Language Programs, Multiply Handicapped, Parents, Program Descriptions

Five of the nine papers in the compilation concern aurally handicapped and deaf-blind children. Described are a home training and nursery program in a public school setting for hearing impaired children aged 18 months to 4 1/2 years, problems and progress in the Illinois state plan for hearing impaired children, and new trends in deaf-blind education, particularly area centers for serving the deaf-blind. Parents of deaf-blind children and several avenues for productive study in the evaluation and education of deaf-blind children are also discussed. The remaining four papers treat language and behavior problems. Two focus upon characteristics and management of elective mutism in children, and the efficacy of operant conditioning in affecting the verbal behavior of young children with severe language disabilities. The other two describe a preventive approach to speech and language delay used with socioeconomically disadvantaged preschool children (a high-risk population), and a cooperative summer language and behavioral program entitled Repleb (Reinforcing Purposeful Language and Behavior) for 5 to 8-year-old mentally retarded children.

66. Hensley, Gene, Ed.; Cain, Nancy Ellen, Ed. The Education of Handicapped Children. May 1972, 34p. ED 062 742

Conference Reports; Educational Needs; *Educational Objectives; *Exceptional Child Education; *Handicapped Children; Legislation; Models; *State Legislation

Three selected papers and some additional comments from six regional conferences on state law and educational services for the handicapped are presented. Included are papers by Edwin W. Martin, Associate Commissioner, Bureau of Education for the Handicapped, on the education of handicapped children as a new public priority and by James J. Gallagher on the definition of a handicapped child and the nature of special education. The third paper, by Frederick J. Weintraub, examines issues and recommendations related to state law and the education of handicapped children. Described is a Model Law developed to guide states in improving provisions for handicapped children. Concluding comments summarize discussion highlights and some considerations related to the Model Law.

67. Early Childhood. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970). April 1970, 123p. ED 039 385

*Exceptional Child Education; *Handicapped Children; *Early Childhood; Educational Diagnosis; Educational Television; Instructional Materials; Identification; Multiply Handicapped; Remedial Instruction; Parent Education; Preschool Programs; Reading Skills; Elementary Grades; Conference Reports

The report includes papers presented on early childhood at the 1970 convention of the Council for Exceptional Children. Discussions are concerned with the effectiveness of teaching selected reading skills to children 2 to 4 years by television by Barbara J. Dunn, educational materials as an aid in evaluation of preschool multi-handicapped children by Ronnie Gordon, and the use of instructional materials with multihandicapped preschool children by Carol Halliday. Additional papers present a progress report of a project in early identification and remediation of learning problems in elementary school children attempting to increase classroom success by James Barnard, and a panel of research findings with programs for preschool children and parents by Merle B. Karnes.

68. Selected Convention Papers. Proceedings of the Annual International Convention of the Council for Exceptional Children (47th, Denver, Colorado, April 6-12, 1969). April 1969, 536p. ED 041 437

Exceptional Child Education; Handicapped Children; Conference Reports; Research; Program Descriptions; Gifted; Behavior Problems; Communication Problems; Early Childhood Education; Mentally Handicapped; Physically Handicapped; Learning Disabilities; Visually Handicapped; Administration; Teacher Education; International Programs

The collection consists of selected convention papers from the 1969 convention of the Council for Exceptional Children. Included are both abstracts of articles and complete articles. Nine items on the gifted and 13 on learning disabilities are presented but may also be obtained separately in EC Numbers 006 169 and 006 168 respectively. A broad scope of discussions are presented concerning behavioral disorders (12), communication disorders (11), early childhood education (5), mental retardation (21), the physically handicapped (5), visually handicapped (3), administration (7), general sessions (5), international relations (4), research reports (12), special issues (10), and one on teacher education.

69. McHugh, M. E., Ed. Proceedings of the Fourth International Seminar on Special Education (Cork, Ireland, September 8-12, 1969). 1969, 154p. ED 044 870

*Conference Reports, Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Identification, *International Organizations

Proceedings of the Fourth International Seminar on Special Education (Cork, Ireland, September 8-12, 1969) contain papers relating to the following themes: special education personnel, identification of the handicapped, general aspects of early education, special education methods, early education programs for the mentally handicapped, and early education programs for children with sensory and motor handicaps. Also included are the program schedule, the opening and concluding addresses, a list of seminar participants, and an author and title index to the 25 papers.

70. Special Language Programming for Exceptional Children with Language Disorders. California State Dept. of Education, Sacramento. 1971, 147p. ED 051 618

Conference Reports, *Disadvantaged Youth, *Exceptional Child Education, *Language Development, *Language Handicapped, *Language Programs, Mentally Handicapped, Nonstandard Dialects, Preschool Children, Speech Therapists

Papers of the special study institute on Special Language Programming for Exceptional Children with Language Disorders focus on the following objectives: delineation of the development and functions of language as related to special language problems, clarification of the role of the speech and language specialist, and establishment of guidelines by presenting authoritative information on how speech and language specialists can be more effective. Following the keynote address by Michael Marge on the role of speech and hearing specialists in the management of language disorders, nine papers deal with three major topic areas. In the first of these areas, language development programs for preschool children, normal and deviant language acquistion and clinical goals for preschool language programs are discussed. Three papers concentrate upon language programs for children with language problems related to mental retardation, the second major subject area. Language training for children using dialectal forms of language, the third section, contains articles treating the role of the speech professional in dealing with problems of Negro dialect speakers, false assumptions about the nonstandard Negro dialect, training speech therapists for treatment of minority children, and implications for California school programs.

71. Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs. Council for Exceptional Children, Arlington, Virginia December 1969, 175p. ED 034 909

Exceptional Child Education; Early Childhood Education; Curriculum; Educational Programs; Early Experience; Visually Handicapped; Speech Handicapped; Speech Therapy; Cerebral Palsy; Sequential Approach; Preschool Children; Curriculum Development; Classroom Observation Techniques; Student Behavior; Student Evaluation; Parent Participation; Cleft Palate: Conference Reports

Thirteen papers on early childhood education are presented on the following topics: stimulation and cognitive development of infants and younger children, curriculum development for young handicapped children, a rationale for sequencing instructional activities for preschool handicapped children, observation of educational activities and children's behavior in a nursery school, materials and procedures for assessing cognitive development in preschool children, a preschool program for young cerebral palsied children, the British Infant School program, the program of the human development training institute (San Diego), two papers on the young visually impaired dealing with age ranges from birth to 3 years, and 3 to 6 years, and a service for parents and visually handicapped preschoolers in a metropolitan area. Also included are discussions of a demonstration project of speech therapy for preschoolers with cleft papate and new techniques in speech therapy for young children.

72. Exceptional Children Conference Papers: Early Childhood Education--An Overview. Council for Exceptional Children, Arlington, Virginia December 1969, 164p. ED 034 907

*Exceptional Child Education; *Early Childhood Education; *Educational Philosophy; Early Experience; Perception; Parent Role; Identification; Preschool Education; Cognitive Development; Psychological Characteristics; Educational Objectives; Infants; Environmental Influenes

Eight conference papers on early childhood education give a philosophical overview to the instruction of young children. Contents include a presentation by Edward W. Martin on a new outlook for early education of handicapped children and a report by Mrs. Betty Dubnoff on the case for early identification and intervention. Other presentations include a discussion on the rationale for early identification by Bettye M. Caldwell, the rationale and curriculum framework for an infant education system by John Meier and Leslie Segner, and a review of various studies of Head Start Programs through a historical perspective by James S. Payne, Walter J. Cegelka, and John O. Cooper. The utilization of Piaget's theory of cognitive development is treated by Mortimer Garrison, Jr. Information is given on thoughts and concerns on the basic psychological needs in infancy and early childhood by Povl. W. Toussieng, and Marshall D. Schechter presents a conceptual model for understanding and dealing with perceptual problems.

73. Exceptional Children Conference Papers: Parent Participation in Early Childhood Education. Council for Exceptional Children, Arlington, Virginia December 1969, 121p. ED 034 910

*Exceptional Child Education; *Early Childhood Education; *Parent Participation; *Parent Counseling; Behavior Change; Identification; Parent Education; Family Involvement; Infants; Preschool Children; Child Rearing; Parent Role: Parent Attitudes; Conference Reports

Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling.

74. Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs. Council for Exceptional Children, Arlington, Virginia. Dec. 1969, 57p. ED 034 911

*Exceptional Child Education; *Early Childhood Education; *Paraprofessional School Personnel; Inservice Education; Teacher Aides; Educational Programs; Course Content; Course Objectives; Program Evaluation; Teacher Role; Conference Reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children.

75. Regional Conference on Special Education (7th, Pittsburgh, Pennsylvania, June 20-21, 1968). Final Report. Pittsburgh University, Pennsylvania, Program of Special Education and Rehabilitation. 77p. ED 024 205

Exceptional Child Education; Legislation; National Programs; Educational Needs; Communication (Thought Transfer); Handicapped Children; Professional Education; Educational Research; Preschool Education; Educational Trends; Identification; Evaluation Needs; Special Services; Inservice Education; Recruitment; Personnel; Educational Problems; Educational Planning; Conference Reports

The proceedings of the seventh regional conference on special education include addresses on conference plans, proposals, and trends in special education as well as the role of the Bureau of Education for the Handicapped. Discussion groups identified 21 problems which hinder special education programs and services and proposed solutions to 12 high priority problems; communication, preschool services, preservice preparation of personnel, inservice programs, recruitment of personnel, evaluation, research, diagnosis and identification, educational objectives, physical facilities, continuity of services, and culturally disadvantaged children. The roster of conference participants and publicity used are included.

76. Tannenbaum, Abraham J., Ed. Special Education and Programs for Disadvantaged Children and Youth. 1968, 135p. ED 030 250 (Available in Microfiche Only)

Behavior Change, Behavior Problems, Cognitive Processes, *Disadvantaged Youth, *Educational Programs, Environmental Influences, *Exceptional Child Education, Gifted, Intelligence Differences, Mentally Handicapped, Orthopedically Handicapped, Perception, Preschool Programs, Reinforcement, Speech Handicapped, Speech Therapy, *Teaching Methods, Visually Handicapped

Nine conference papers consider the application of knowledge and methods known to special education to the instruction of disadvantaged children. Edmund W. Gordon views the disadvantaged population. Frank B. Wilderson discusses behavior disorders in children from deprived backgrouns: Harriet Green Kopp describes problems of percetpion and cognition among the disadvantaged; and James J. Gallagher treats the disadvantaged gifted. Also presented are the contributions of special education programs, for the following groups, to the instruction of the disadvantaged children with learning disabilities, by Norris G. Haring and Patricia Nolen, the mentally retarded, by Wayne L. Sengstock; children with orthopedic handicaps or health impairment, by Dorothy B. Carr, and the visually handicapped by Samuel C. Ashcroft. In addition, Mamie J. Jones assesses the contributions of speech therapy.

Availability: The Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC $3.50 paper, $4.50 cloth)

77. Special Study Institute for Administrators of Special Education (Sacramento, October 30-November 3, 1967). University of Southern California, Los Angeles, School of Education. 1968, 185p. ED 029 407

*Administration, Administrator Role, Behavior Change, Community Resources, *Curriculum, Curriculum Development, Educational Finance, *Exceptional Child Education, Federal Aid, Mentally Handicapped, *Personnel, Preschool Programs, Program Planning, State Aid, State Legislation, *State Programs, Teacher Certification, Teacher Recruitment

The proceedings include the following: three papers on state finance; six on state legislation; 10 on state, county, and community resources; two on special education administration; seven on recruitment problems and training of personnel; and 11 on curriculum and program planning. Keynote and banquet addresses treat administrative problems and new developments and trends.

78. Selected Convention Papers: Special Education-Strategies for Educational Progress. Council for Exceptional Children, Arlington, Va. 1966, 267p. ED 061 699

*Conference Reports; *Educational Needs; *Exceptional Child Education; *Gifted; *Handicapped Children

Presented is a collection of 70 short papers (conference reports) on special educational needs for handicapped and gifted children. Representative topics among 12 papers on the gifted are anatomy of education for the gifted, implications of qualitative assessment of intelligence and creativity, and employment status and characteristics of high school dropouts of high ability. Of 14 papers on mental retardation, selected topics include application of language and communication models in programs for trainable retarded, communication needs and programs in mental retardation, and a comparison of normal and subnormal subjects using visual structured categorization tasks. Representative topics from 10 papers on communication disorders are hearing assessment of neurologically impaired children, counseling parents of preschool hearing impaired children, and vocational information for intellectually slow deaf adults. Six papers then discuss behavioral disorders in the emotionally disturbed child, followed by 10 papers on different aspects of learning disabilities. Then presented are two papers on visual impairment, three papers on preschool programs, three papers on administration, two papers on teacher education, four papers on international aspects of special education, and four concluding general papers.

79. Magary, James F., Ed; McIntyre, Robert B., Ed. Annual Distinguished Lectures in Special Education (5th, University of Southern California School of Education, Los Angeles, Summer 1966). University of Southern California, Los Angeles, School of Education. 1967, 97p. ED 021 378

*Aurally Handicapped, Classification, *Disadvantaged Youth, *Exceptional Child Education, Finger Spelling, Followup Studies, *Language, Language Research Medical Evaluation, *Mentally Handicapped, Mongolism, Oral Communication, Preschool Education, Standards

The University of Southern California School of Education invited several persons in the field of special education to lecture at a specially designated summer session series. The following lectures were delivered in the summer of 1966 "Headstart on Headstart: A Thirty Year Evaluation" by Harold M. Skeels. "The Role of Language in the Development of the Preschool Deaf Child" by Bons V. Markovin, "Language Research in Relationship to the Mentally Retarded and Culturally Deprived" by Melvyn I. Semmel, "Medical Classification of Disabilities for Educational Purposes A Critique" by Francis E. Lord, "Yesterday was Tuesday. Issues in Language Instruction for the Severely Mentally Retarded" by May V. Seagoe, and "A Profession in a Hurry, the Need for Standards" by Maynard C. Reynolds. Biographical sketches are furnished for each of the above lecturers; and lists of lecturers and their topics are provided for the years 1962 to 1967. Recent doctoral dissertations at the University of Southern California relating to the psychology and education of exception children and youth are cited and the various graduate programs available at the University are described.

80. Selected Convention Papers: New Frontiers in Special Education. Council for Exceptional Children, Arlington, Va. 1965, 301p. ED 061 698

*Conference Reports; *Educational Needs; *Exceptional Child Education; *Gifted; *Handicapped Children

Sixty-three selected convention papers (conference reports) are presented on different aspects of educational needs in special education. Six general papers are followed by 10 papers on mental retardation, in which selected topics include mental retardation and the culturally disadvantaged and physical fitness of mentally retarded boys. Representative topics among the 10 papers on auditory impairment are sequence in teacher education for teachers of the deaf and adult education for the deaf. Two papers are then given on international aspects of special education, one paper on visual impairment, four papers on the gifted, and seven papers on the homebound and hospitalized. Selected topics discussed in the eight papers on learning disabilities are conditions related to specific reading disability and the physician's contribution to interdisciplinary management of children with learning and behavior problems. Concluding the collection are five papers on preschool programs, four papers on teacher education, four papers on behavioral disorders, and two general papers.

GOVERNMENT GUIDELINES

E. Government Guidelines

81. Abeson, Alan, Ed. A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children. May 26, 1972, 29p. ED 061 694

*Civil Liberties; *Court Cases; *Exceptional Child Education; *Handicapped Children; *Legal Responsibility; Student Placement

Presented are selected summaries of pending and completed litigation throughout the country concerning handicapped children and legal responsibility in the right to an education, the right to treatment, and student placement. Generally speaking, the plaintiffs are children representing a disability area who allege violation of their civil liberties, adn the defendants are various state officieals and officials of pertinent schools. Summaries are provided for six court cases on the right to an education, two cases on the right to treatment, and two cases on student placement. Briefly mentioned are two cases each on the right to an education and on the right to treatment which will receive additional discussion in the next continuing summary, pending further information.

82. Guidelines for Programs for Exceptional Children and Youth in Kentucky Public Schools. Kentucky State Dept. of Education, Frankfort. Div. of Special Education. January 1970, 58p. ED 042 302

*Administrator Guides, Educational Programs, *Exceptional Child Education, Handicapped Children, Instructional Materials, Professional Personnel, *Program Administration, *Program Guides, Special Classes, Special Programs, *State Programs, Vocational Education

Information in the guidelines for Kentucky programs for exceptional children includes administration of classroom units and criteria for special classes and programs in the areas of crippled and special health problems, home and hospitalized instruction, trainable and educable mentally handicapped, deaf, hard of hearing, neurologically impaired, emotionally disturbed, speech handicapped, and visually handicapped. Also considered are the work study program coordinator, the textbook program for the visually impaired, summer enrichment programs, and federal scholarships for preparation of professional personnel.

83. Horn, Charles J., Jr., Bowers, Norman E. Federal Involvement in the Education of Exceptional Children: A review of Legislation. November 1968, 36p. ED 026 778

Demonstration Projects, Educational Needs, Educational Research, Educational Trends, Equalization Aid, *Exceptional Child Education, Facilities, *Federal Aid, Federal Legislation, Financial Support, Handicapped Children, *Legislation, Professional Education, Public Policy, Review (Reexamination), Special Services, State Federal Aid, Training Allowances, Vocational Rehabilitation

Intended as a reference to statues which provide federal aid, federal laws from 1949 to 1968 having provisions for education of the handicapped are listed and described, a total of 62 pieces of basic legislation and 12 extensions and authorizations. The legislation is in the areas of research, training, demonstration, and construction, and characterized as direct or indirect aid. Appropriations laws, public law authorizations, and selected appropriations are listed; 25 references are included. Landmark legislation and trends in federal policy are identified and both implications and suggestions are given for future legislation.

84. If You Have a Handicapped Child. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. 1971, 27p. ED 063 691

*Educational Opportunities; *Exceptional Child Education; *Federal Legislation; *Handicapped Children; *Parent Education

Written for parents who have recently learned that their child is handicapped, the pamphlet introduces parents to the general prevalence of handicaps among children, the concept of special education, the importance of early diagnosis, the existence of many facilities and programs involved in the diagnosis and education of handicapped children, the Handicapped Children's Early Education Assistance Act passed by Congress in 1968, the role of parents in special education, and the variety of educational opportunities. Bright, colored pictures accompany the discussion. Concluding the pamphlet are 11 addresses of private or voluntary organizations to which one can write for brochures concerning a particular handicap.

85. Report to the President, Federal Programs for the Retarded, a Review and Evaluation. President's Committee on Mental Retardation, Washington, D.C. June 1972, 276p. ED 064 829

Agencies; *Agency Role; *Exceptional Child Services; *Federal Government; Government Role; *Mentally Handicapped; *National Programs; Program Descriptions

Presented are the reports of 22 federal departments and agencies on their programs related to mental retardation. The review of governmental programs is seen as a needed first step toward mobilization of the full federal potential in coordinating efforts in the gamut of problems of mental retardation. The departments and agencies covered include Agriculture, Commerce, Defense, Health, Education, and Welfare, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, Treasury, ACTION, Appalachian Regional Commission, Civil Service Commission, General Services Administration, National Aeronautics and Space Administration, National Science Foundation, President's Committee on Employment of the Handicapped, President's Council on Physical Fitness and Sports, Small Business Administration, U.S. Postal Service, and Veterans Administration. General kinds of information provided in each section, where applicable, are a statement of purpose, organization, services provided, and thrust of the program with respect to the mentally retarded.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

86. A Summary of Selected Legislation Relating to the Handicapped, 1968. Department of Health, Education, and Welfare, Washington, D.C. ED 027 678

Exceptional Child Services, *Legislation, Education, *Public Health, *Special Services, Vocational Education, Higher Education, Handicapped Children, Preschool Education, Health Services, Vocational Rehabilitation, Health Facilities, Building Design, Visually Handicapped, Geriatrics

Legislation affecting the handicapped enacted during the second session of the 90th Congress (1968) is presented along with tabular data on the legislative history of each law. Laws relating to education are the vocational education amendments, higher education amendments, early education assistance, and to increase the size of the Board of Directors at Gallaudet College. Public health laws listed are health services and facilities amendments and establishment of National Eye Institute. Vocational rehabilitation amendments, elimination of architectural barriers to the physically handicapped, and the White House Conference on aging are included under social and rehabilitation services.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.20).

87. A Summary of Selected Legislation Relating to the Handicapped, 1963-1967. Department of Health, Education and Welfare, Washington, D.C. May 1968, 49p. ED 027 662 (Available in Microfiche Only)

Aurally Handicapped, Community Health Services, Disease Control, *Exceptional Child Services, Facilities, Federal Aid, Federal Legislation, Films, *Handicapped Children, Health Facilities, Higher Education, Insurance Programs, *Legislation, Library Services, Mental Health Clinics, Mentally Handicapped, Military Personnel, Secondary Schools, Technical Institutes, Vocational Rehabilitation

The 26 major laws enacted between 1963 and 1967 which affected the handicapped are considered. The historical development of four major laws includes the Social Security Act Amendments of 1963, 1964, 1965, and 1967; the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963; the Elementary and Secondary Education Act of 1964; and the Vocational Rehabilitation Amendments of 1965 and 1967. Major provisions are given for the 26 laws which cover these areas: maternal and child health and mental retardation; hospital and medical facilities; social security; elementary and secondary education; the National Technical Institute for the Deaf; community health service; heart disease, cancer, and stroke; Captioned Films for the Deaf; federal assistance to state schools for the handicapped; vocational rehabilitation; library services; military medical benefits; comprehensive health planning; and mental health. A legislative history of the bills is included in tabular form.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.30).

88. Trudeau, Elaine, Ed. Digest of State and Federal Laws: Education of Handicapped Children. 1971, 252p. ED 056 451

*Exceptional Child Education; *Federal Legislation; *Handicapped Children; Legislation; *State Legislation; State Standards; State Surveys

The summary of legal provisions for the education of handicapped children represents the status of state and federal laws through September, 1971. In digest form the laws of the 50 states and the District of Columbia are presented. Within each state's section, descriptions of staturoy provisions are grouped by subject category: right to an education, population (definition), identification and placement, administrative responsibility, planning, and finance, administrative structure and organization, services, private schools, personnel, and facilities. References to statute numbers are provided. The second part of the digest summarizes federal laws pertaining to the education of handicapped children. Organization is by statute rather than subject category. Fifteen federal laws are covered.

Availability: Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($7.50)

89. Weintraub, Frederick J.; and Others. State Law and Education of Handicapped Children: Issues and Recommendations. 1971, 140p. ED 056 452

*Exceptional Child Education; *Handicapped Children; Legislation; *Models; *State Legislation; State Standards; State Surveys

The examination of state law and the education of handicapped children is intended as a guide for persons seeking change in direction, a rationale, and a model for statutory provisions for exceptional child education. Issues discussed relate specifically to the special legal provisions needed by handicapped children. Background information is presented, the current status of state law summarized, and recommendations presented on the following aspects of state law and exceptional child education: the right to an education, the handicapped population and definitions of such, identification and placement, administrative responsibility, planning and coordination of resources, finance, administrative structures and organization of school districts, educational services, private schools, teachers and other educational personnel, and facilities. Concluding the book is a comprehensive set of model statutory provisions intended to assist states wishing to revise or create laws relating to the education of the handicapped. The models are designed to be incorporated into the comprehensive school law applying to all children in a state.

Availability: Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($3.25)

GENERAL INFORMATION DOCUMENTS

F. General Information Documents

90. Assessment of the 1969-70 ESEA Title III Project: Creating A Supportive Educational Atmosphere for Parents and Their Three to Seven Year Old Handicapped Children. Sacramento City Unified School District, California. Bureau of Elementary and Secondary Education, (DHEW/OE), Washington, D.C. 1970, 42p. ED 064 826

*Early Childhood Education; Educational Needs; *Educational Programs; *Exceptional Child Research; *Handicapped Children; Intellectual Development; Language Ability; Motor Development; Preschool Children; *Program Effectiveness; Social Development

Reported was program effectiveness of an early childhood educational program designed to provide a supportive educational atmosphere to meet the educational needs of young children handicapped by deviant emotional, behavioral, educational, and neurological growth patterns. Eighteen students participated in the program with objectives of development in areas of gross and fine motor activities, comprehension and use of language, ability to function independently in social situations, and intellectual ability. General information provided for the program description included description of classes, personnel, activities, auxiliary services, and parent participation. Sources of evaluative data were staff member reports, standardized test data, behavioral and performance rating scales, and staff and parent questionnaires. Selected findings indicated that as a group, students showed an average increase in IQ scores of 18.31 points, approximately 67% of the students achieved well on behavioral and performance rating scales, program organization was adequate, and the parents thought the program was successful. Appended are two statements on creating a supportive educational atmosphere among parents and their 3- to 7-year-old handicapped children, and sample forms used in the program.

91. Bagley, R. B. Serving Children With Handicaps in a Rural State. Crippled Children's Service, Montgomery, Alabama. 1963, 4p. ED 002 498

Vocational Education; Handicapped Children; Crippled Children; Health Services; Rural Youth; Itinerant Clinics

The history, clientele, responsibilities, and needs of the State Crippled Children's Service are described. The agency, designed to help with medical, educational, and social problems of crippled children, tries simultaneously to aid the children in reducing their handicaps; in advancing educationally during physical rehabilitation; and in adjusting emotionally to handicaps, family, and community relations.

The Crippled Children's Service programs were at first mainly orthopedic but now serve almost all handicapping conditions. Programs vary from state to state. State and volunteer agencies cooperate in trying to help as many children as possible without duplication of services.

Illustrative of the Service's functions, the Alabama Society for Crippled Children and Adults furnishes transportation to hospital centers and to clinics. EAch county has a local unit that plans jointly with the Service staff. Local groups assist in buying wheelchairs and other home equipment needed by the severely handicapped. The clinics and hospital centers have become more

accessible to rural children. Itinerant clinics serve most rural counties. Some types of conditions are treated only in larger centers because of the availability of specialists and the number of children involved.

Needs in Alabama, which typify the needs of other States, are for additional nurses, physical therapists, and medical social workers; for more camping and recreational facilities for the handicapped; for more workshops for the severely handicapped; and for the establishment of clinics to serve the multiple handicapped child in order to eliminate the necessity for one child to attend several clinics.

92. Bangs, Tina E. Staff Training in a Clinical Setting. Volume II, Number 4. 1971, 38p. ED 061 659

Clinics; *Early Childhood Education; Educational Programs; *Exceptional Child Education; *Handicapped Children; *Primary Grades; Staff Orientation; *Staff Role

Provided is the script for a presentation of 16 slides on staff training, orientation, and role in a clinical setting providing educational programs for the preschool and primary grade handicapped child. The sixteen slide commentaries cover an introduction to principles and implementation of a staff training program in a clinical setting, staff qualifications and organization, staff training needs, program evaluation, advisory board role, parent involvement, instructional materials used, volunteers, assessment tools and techniques, curriculum design and implementation, use of behavior modification, budget, information dissemination, and local sponsorship and funding.

93. Bayes, Kenneth, Ed.; Franklin, Sandra, Ed. Designing for the Handicapped. 1971, 79p. ED 055 378 [Not available from EDRS]

*Architectual Programing; *Building Design; Classroom Environment; *Educational Facilities; *Environmental Influences; Environmental Research; Gifted; Handicapped; *Handicapped Children; School Buildings

The eleven articles in the volume concern methods and techniques for designing specialized schools, institutions, and other buildings or accommodations for the handicapped and particularly for exceptional children (both handicapped and gifted). Written by architects and others in this field, the articles discuss incorporation of both psychological and physical needs of the special populations into architectural design. In addition to discussions of the needs of the handicapped, design approach to an individual building, the possible therapeutic aspects of environment, and environment for assessment, architectural design is also examined in relation to the following particular exceptionalities; educable mentally retarded, mentally ill, maladjusted children, visually handicapped, aurally handicapped, learning disabled, and gifted. Appended are a list of research projects involving environmental design factors

and the handicapped with brief descriptions of each project, and a bibliography of material written specifically for architects and planners or relevant to the design of the environment as it particularly relates to the handicapped.

Availability: Society for Emotionally Disturbed Children, 1405 Bishop Street, Room 303, Montreal 107, Quebec, Canada ($4.00)

94. Berryman, Doris L.; And Others. Enhancement of Recreation Services for Disabled Children. Part IV, Recreation for Disabled Children: Guidelines for Parents and Friends. Final Report. 1971, 23p. ED 061 673

*Agencies; Community Services; *Exceptional Child Services; Guidelines; *Handicapped Children; *Parent Education; *Recreational Programs

Suggestions regarding provision of recreation services to handicapped children are offered to parents and friends of such children. Listed are types of community agencies likely to have recreation programs for disabled children, and the kinds of services each is likely to provide. Guidelines for parents who wish to help start a recreation program if none exist in the community include positive action steps the parent can take. Described are some recreation programs for handicapped children which are being conducted in various states to illustrate the kinds of recreation services which can be made available.

95. Bijou, Sidney W. Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report. August, 1971, 166p. ED 056 450

Academic Achievement; *Behavior Change; *Curriculum Development; *Emotionally Disturbed; *Exceptional Child Research; Instructional Materials; *Mentally Handicapped; Primary Grades; Remedial Programs; Special Classes; Teaching Methods

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniques for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes.

96. Boston, John A.; Hanna, Ralph. Glossary of Medical Terms for Personnel Working with Preschool Handicapped Children and Their Parents. Vol. 1, No. 5. 1971, 36p. ED 055 386

*Glossaries; *Handicapped Children; Medical Evaluation; Physical Characteristics; Vocabulary Pediatrics

The major portion of the document consists of a listing of medical terminology useful to personnel working with young handicapped children and their parents. Definitions for all terms and indications of pronunciation for the more difficult terms are given. A briefer section of the glossary defines the various branches or specialities of medicine, some common modes of treatment, common abbreviations, and words used to describe general patient states or conditions.

97. Donlon, Edward T.; Curtis, W. Scott. The Development and Evaulation of a Video-Tape Protocol for the Examination of Multiply Handicapped Deaf-Blind Children. 1970, 79p. ED 056 454

Behavior Patterns; Behavior Rating Scales; *Communication Skills; *Deaf Blind; *Exceptional Child Education; *Multiply Handicapped; Program Development; Program Evaluation; Statistical Data; *Video Tape Recordings

Due to the belief that written communication about a deaf blind child among professional examiners and treatment agencies can be more accurate and precise, the experimenters developed and evaluated a video tape protocol for the examination of the communication skills of 20 multiply handicapped deaf blind children, who ranged from 3 to 8 years in age. The video tape project stresses interaction of the experimenters with numerous professional consultants and judges experienced in management, education, examination, and evaluation of multiply handicapped children. Prototype development utilizes Behavior Stimulation Procedures (BSP) which consist of five 10-minute units: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. Ten consultant judges, using a prototype video tape procedure and behavior rating scale, which consists of the following eight behavior categories: auditory, visual, tactile, and gustatory-olfactory receptive behaviors; and object centered, people centered, tactile motor expressive, and oral expressive communication (see EC 040 600 for scale), evaluate each 10-minute segment of the 20 films, yielding 8000 discrete data items. Project evaluation indicates the films are successful.

98. Gallagher, James J. Preschool and Early Education Programs Needed for Handicapped Children. Statement before the Select Subcommittee on Education of the Committee on Education and Labor (House of Representatives). July 16, 1968, 6p. ED 023 245

Exceptional Child Education; Preschool Children; National Programs; Educational Needs; Handicapped Children; Preschool Programs; Early Childhood Education; Demonstration Programs; Models; Federal Legislation

The testimony of James J. Gallagher, Associate Commissioner for Education of the Handicapped, in favor of the Handicapped Children's Early Education Assistance Act (H.R. 17829) is presented. The advantages of preschool education for the handicapped and recommendations for model preschool programs gathered from the National Advisory Committee on Handicapped Children and from seven regional conferences, which included 700 educational professionals from the 50 states, are mentioned. Lack of existing facilities, the scarcity of preschool programs planned, and the incidence of handicapped children requiring help are described; and essential elements in a total program of research, development, demonstration, training, and implementation are indicated.

99. Gold, Milton J. Hunter College Observation Television Center. Catalogue 67. 1967, 65p. ED 018 912

Exceptional Child Education; Audiovisual Instruction; Catalogs; Kinescope Recordings; Elementary Grades; Secondary Grades; Language Arts; Early Childhood Education; Foreign Language Films; Mathematics; Social Studies; Health; Physical Education; Sciences; Disadvantaged Youth; Team Teaching; Reading; Testing; Educational Psychology; Aurally Handicapped; Emotionally Disturbed; Physically Handicapped; Speech Handicapped; Aphasia; Blind; Minimally Brain Injured; Cerebral Palsy; Handicapped Children; Project English; Project True

The catalog lists and annotates 112 titles of lessons first recorded on videotape and then transferred to film as kinescopes. The lessons are filmed in a specially prepared classroom equipped with remotely controlled camers and microphones. During recording the class and teacher are alone in the classroom. Kinescopes are included on early childhood education (three), foreign languages (one on junior high school, two on secondary), health and physical education (two on college, two on elementary), listening and speaking (four on elementary), mathematics (six), psychological foundations (three), elementary reading (15), school and community (three), science (two on elementary, three on secondary), and elementary social studies (seven). Films on special education are on aphasia (eight), blind (five), brain impaired (five), cerebral palsied (two), deaf and hard of hearing (five), emotionally disturbed (one), mental retardation (five), physically handicapped (four), and speech and language (two). Special projects on film are empathy projects (three), Project English and Project True (nine), elementary spelling (one), team teaching (three), testing (one on primary, one on elementary), and elementary writing (one). Eighteen lessons are listed as filmed with the disadvantaged. The kinescopes may be rented (some may be purchased) for use in pre-service or inservice teacher education programs by public and private universites, colleges, and secondary and elementary schools.

100. Granato, Sam; Krone, Elizabeth. Day Care: Serving Children with Special Needs. 1972, 74p. Ed 063 727

*Child Care Centers; Educational Needs; Educational Programs; *Exceptional Child Education; *Guidelines; *Handicapped Children; Identification; Parent Role; Personnel; *School Integration; Staff Role

Intended as a guidebook for directors and staff of day care programs who are involved directly or indirectly in integrating exceptional children into programs with normal children, the manual offers numerous practical guidelines. The introduction offers brief suggestions on identifying the exceptional child and his special needs. The first chapter then examines staff in the program, staff needs, staff training, and staff resources. Discussion of parents in the program in the second chapter covers topics of communicating with parents, questions parents ask, parents of special children, and communication between parents. General guidelines for the program presented in the third chapter include a good program for all children, getting to know each other, promoting good feelings among children, guiding behavior, a structured or unstructured program, activities of the day care day, difficult times of the day care day, evaluation of staff jobs, and follow-through when the child leaves. The last chapter surveys ways of helping a range of exceptional children who are visually, aurally, or physically handicapped, mentally retarded, learning disabled, or emotionally disturbed. Appended is a listing of community and funding resources.

101. Greer, William C. A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills. February 26, 1970, 9p. ED 040 761

Blind Children; Deaf Children; Exceptional Children; Federal Legislation; Financial Support; Handicap Detection; Handicapped Children; Preschool Programs

This speech begins with praise for the subcommittee's past action in furthering the education of the handicapped and encouraging federal assistance for these children. The growing need for additional aid for preschool education to meet the developmental needs of handicapped children is emphasized. Also disucssed are the sparseness of government programs in the above area, the expertise and leadership of the Bureau of Education for the Handicapped (BEH), and the pressing needs of children living in handicapping environmental conditions. It is recommended that (1) programs be established for the identification and aid of handicapped children, (2) such programs be administered by the BEH, (3) projects be awarded to any agency that demonstrates its capability to serve handicapped children, (4) such projects demonstrate coordination with existing child development and handicapped children services, (5) typical projects should offer several services (including diagnosis, preparation of educational prescriptions, and a communication network), (6) these objectives be met by expansion of the Handicapped Children's Early Education Assistance Act or by specific inclusion in other bills, and (7) cost be defrayed by federal and state funds.

102. Hammer, Edwin K. Review of the Literature in Early Childhood Education, with Emphasis Upon Early Education of Handicapped Children: A Staff Training Manual. Vol. 1, No. 8. 1971, 48p. ED 055 389

*Childhood Needs; *Early Childhood Education; Educational Needs; Educational Objectives; *Exceptional Child Education; *Handicapped Children; Intervention; *Literature Reviews

The review of literature related to basic ideas in early childhood education relates the development of early education programs to the education of handicapped children. Research studies based on the premise that early mediation of disabilities is beneficial to minimize the effects of the handicapping condition are reviewed, as are studies in program development. Covered are several types of early childhood intervention programs hiwhc have been suggested. Types, philosophy, components, and logical development of programs are delineated. The fundamental needs of all children as suggested by L. K. Frank (1938) are examined, to serve as a framework for developing required services for handicapped children. Also reviewed is selected literature relating to teaching strategies, techniques for observing emerging needs in children, and the definition of the role of the early education teacher.

103. Handicapped Child in Our Community. April 1972, 87p. ED 064 820

Agencies; *Educational Needs; *Exceptional Child Research; *Handicapped Children; Incidence; Program Effectiveness; *Services; Surveys

In order to review problems of handicapped children in Howard County, Maryland, and to provide comprehensive services for handicapped children, two surveys were conducted and a model county plan was provided. A county-wide census survey was conducted to determine the numbers and types of handicapped children in the county. Selected questions pertained to family size, type of dwelling, location of nearest school, education of parents, availability of family doctor, type of handicapped, educational problems, current cost of education to parents, and use of medication. Major findings were that boys showed a greater incidence of handicaps than girls, that incidence of more than one handicapped child in a family was high, that parents thought their children needed more help in school, that annual costs to parents ranged from $50 to $4,000, and that almost 10% of the handicapped children took medication. A survey of 25 service agencies was also conducted to assess the programs available to handicapped children in the county and the additional services needed. A general finding was that few agencies considered the entire needs of the children, such as his physical, mental, emotional, and social well-being. Twenty recommendations were then listed for improving services, based on the principle of normalization.

104. Health of Children of School Age. 1964. ED 017 081 [Not available from EDRS]

Exceptional Child Services; Clinics; Community Programs; Low Income Groups; Statistical Surveys; Children; School Health Services; Statistical Data; Preschool Clinics; Medical Treatment; Adolescents; Handicapped; Screening Tests; Public Health; Community Health; Health Facilities; Health Needs; Community Health Services; Rural Clinics; Preschool Children; Identification; Medical Services; Child Care; Physical Examinations; Hospitalized Children

A Health, Education, and Welfare study of school health programs, this report presents statistics on (1) the nation's child population, (2) children in low-income families, (3) illnesses of childhood, (4) school health services, and (5) trends in the provision of health care for children. The report emphasizes the gaps in child health supervision in preschool years and resulting disparity in school readiness, the great crowding of urban well-baby clinics and hospital out-patient departments, the inadequate quantity and quality of medical car e for children in many low-income families, the need for more effective casefinding methods because of the shortage of physicians, and the special problems of adolescents and the handicapped. Recommendations drawn from the study include (1) extended preschool attention, (2) additional child health clinics in cities and rural areas, (3)new screening methods, (4) use of clinics in teaching hospitals, (5) more care for adolescents, and (6) evaluation of vision and hearing tests for preschool children.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25)

105. How to Organize an Effective Parent Group and Move Bureaucracies. 1971 ED N.A. [Not available from EDRS]

A handbook for parents of handicapped children and their helpers. The booklet outlines, step-by-step, how parents can work together to get services their handicapped children are legally entitled to, get legislation proposed to provide services not yet provided by law, and arrange for better services from public and private agencies.

Availability: Coordinating Council for Handicapped Children, 407 S. Dearborn, Chicago, Il. 60605 ($1.50)

106. IMC/RMC Network Professional Film Collection. 1971, 34p. ED 054 584

Audiovisual Aids; *Exceptional Child Education; *Films; *Handicapped Children; Instructional Materials Centers; *Resource Guides

The compilation is a comprehensive listing of films available from the centers in the Instructional Materials Centers/Regional Media Centers (IMC/RMC) Network. Each IMC/RMC location is given a numerical code in a preliminary listing. These numerical codes are used within the film listing, which is arranged alphabetically according to film titles, to indicate the center or centers from which each film may be borrowed. A brief description of each film is provided which includes such information as the subject and scope of the film, length, color or black and white, address of distributor, and price.

107. Johnston, William. A Study to Determine Teacher Attitude Toward Teaching Special Children with Regular Children. 1972, 12p. ED 065 950

*Exceptional Child Research; *Handicapped Children; *Regular Class Placement; *Teacher Attitudes

The investigation to determine teacher attitudes toward regular class placement for handicapped children included an opinionnaire, eight personal contacts with teachers, and four observations. Results indicated that every teacher answering the opinionnaire agreed that class progress was not impeded by presence of the handicapped student. The overall finding was that teachers did not find having a special student in the class a problem. Many teachers expressed amazement at the achievement of the handicapped children. Availability of resource teachers was found to be helpful to regular teachers.

108. Jones, Morris Val, Ed. Special Education Programs Within the United States. 1968, 427p. ED 025 070 [Not available from EDRS]

Aphasia; Blind; Child Development Centers; City Wide Programs; Clinics; Communication Problems; Deaf; Emtoionally Disturbed; *Exceptional Child Services; Gifted; Higher Education; Learning Disabilities; Mentally Handicapped; Orthopedically Handicapped; Physically Handicapped; Preschool Education; Residential Centers; Schools; Special Schools; Speech Handicapped; *State Programs

Twenty-two special education programs in the United States are described. Diagnostic centers and special schools discussed are the Institute for Childhood Aphasia, California programs for orthopedically handicapped children, the experimental education unit of the University of Washington Mental Retardation and Child Development Center, the Phoebe A. Hearst Preschool Learning Center, the Devereux Schools, the Cove Schools, and the Marianne Frostig Center of Educational Therapy. Programs for communication disorders are reported, including the John Tracy Clinic, the residential school, and Gallaudet College for the deaf and hard of hearing; the Cleveland and Bill Wilkerson Hearing Centers; the Institute of Logopedics for those with communication disorders; the Sutter Diagnostic and Treatment Center for psychiatric, social, speech, and hearing services for children; the associate guidance, hearing, psychology, reading, and speech clinics of the California State College at Los Angeles; and the Easter Seal Society for Crippled Children and Adults. City, county, and state programs in special education detailed are those in the New York City public school system, San Mateo and San Diego counties, California, Connecticut (a regional program), and the Perkins School for the Blind.

Availability: Charles C. Thomas, Publisher, 301-327 E. Lawrence Avenue, Springfield, Illinois 62703 ($14.00)

109. Kirby, Fred W. An Administrator's Suggestions for a Sample Staff Training Program Sequence in an Early Childhood Education Center for Handicapped Children. Vol. 1, No. 2. 1971, 18p. ED 055 383

*Early Childhood Education; Educational Objectives; *Exceptional Child Education; Guidelines; *Handicapped Children; Inservice Teacher Education; *Institutes (Training Programs); Preschool Children; Program Descriptions; Staff Orientation

Described is a projected 40-hour staff training program in general educational principles for personnel in early childhood education centers. Three developmental goals of early childhood educational programs are said to be: wholesome self concept, acceptable social concepts, and aesthetic concepts. Program aspects discussed are: educational analysis; evaluative or diagnostic instruments, including their administration, type of information furnished, validity, accompanying terminology, and applicability of findings to children; differences in physical ability, strength, size, agility, and coordination of preschool children; social differences of preschool children; theories of learning or thinking as applied to preschool children; school and community relations with emphasis on parental involvement; exploratory workshop for display of available instructional materials and equipment; and individual conferences for program participants. The author then recommends that 20 hours be spent working with handicapped children in general and 20 hours with specific handicapping conditions.

110. Kirk, Samuel A. Special Education for Handicapped Children, First Annual Report of the National Advisory Committee on Handicapped Children. January 31, 1968. ED 018 058

Legislation; National Programs; Program Planning; Administration; Program Administration; Program Evaluation; Program Improvement; Administrative Organization; Organization; Advisory Committees; Review (Reexamination); Government (Administrative Body); Administrative Policy; Governmental Structure; Federal Government; Evaluation; Learning Disabilities; Preschool Education; Handicapped Children; Inner City; Rural Areas; Bureau of Education for the Handicapped; National Advisory Committee on Handicapped Children

In accordance with Title VI of Public Law 89-10, the National Advisory Committee on Handicapped Children must make recommendations to the Commissioner of Education and review the administration and operation of the provisions of the Law administered by him, with respect to handicapped children, including their effect on improving the educational attainment of such children. The report of the Committee's work includes a summary of its views and recommendations and an explanation of its report. A review of current organization and progress of the Bureau of Education for the Handicapped is provided, along with an organizational chart. Information is included on the Division of Research, the Division of Educational Services (Assistance to States for Education of Handicapped Children and Aid to State Institutions for the Handicapped), and the Division of Training. The Bureau's programs are evaluated, and recommendations are made for their improvement. Special areas needing development are discussed, including (1) special learning disabilities, (2) early preschool education of handicapped children, (3) program development for handicapped children in the inner city areas, and (4) education of handicapped children in rural areas (development of special educational administrative units for sparsely settled areas, of special regional boarding facilities on a short term basis, of transportation systems that will reach handicapped children

in remote areas, and of procedures using modern communication techniques for homebound children). Also included in the report are the letters of transmittal, a list of the Committee's members, and the legal definition of handicapped children (Public Law 88-164).

111. Lambright, Gale. Introduction to Young Exceptional Children: A Guide for Paraprofessionals. Vol. 1, No. 6. 1971, 17p. ED 055 387

*Childhood Needs; *Classification; *Exceptional Child Education; Guidelines; *Handicapped Children; Nonprofessional Personnel

The guide presents, in simple language, a basic introduction to exceptional children for paraprofessionals. Outlined are some of the basic needs of exceptional children, including needs which he has in common with all children. Presented are three examples of children with various handicaps to show who exceptional children are. Progress in caring for and educating handicapped children is noted and the eight major categories into which special education has classified these children are defined (mentally retarded, visually handicapped, aurally handicapped, physically handicapped, speech impaired, special health problems, emotionally disturbed, and learning disabled).

112. Marland, S. P., Jr. Education of the Handicapped: Closer to Equality. 1972, 18p. ED 065 972

Educational Objectives; *Educational Opportunities; *Exceptional Child Education; Federal Government; Government Role; Handicapped Children

Sidney P. Marland, Jr., U.S. Commissioner of Education, Department of Health, Education, and Welfare, reports on progress made toward the national objective of full educational opportunity for handicapped children by the year 1980. It is explained that during 1971 the Office of Education has attempted to strengthen state, local, and federal partnership. Four national targets for fiscal year 1972 are discussed: 100,000 handicapped children in preschool programs, 250,000 children added to the special education roles, 250,000 children and young adults receiving vocational education in order that they can complete school with marketable skills, self-sufficiency, and increased self-regard, and 17,000 teachers and professional personnel receiving full or part time training needed in reaching the three previous goals. It is clarified that federal money alone cannot meet the objectives, but that federal money is meant to act as a catalyst for state and local programs. It is thought that the judicial, legislative, and executive branches of government are cooperating in improving educational opportunities for handicapped children.

113. Martin, Clyde I. Educational Programs for Children Under Six with Implications for the Handicapped. Vol. 1, No. 1. 1971, 37p. ED 055 382

Curriculum; *Early Childhood Education; *Educational Programs; *Exceptional Child Education; *Handicapped Children; Humanities; *Program Descriptions; Sciences; Teaching Methods

Described are projected educational programs for children aged 6 and under, with implications for handicapped child education. The author's premise is that all children need to understand themselves and their world in order to understand those similar and dissimilar to them; how different children gain this understanding may differ. Educational programs are said to have three criteria: congruency of learning activity with child's nature, consideration given to best know theories about cognitive development, and content relevancy. The nature of projected educational program is shown to include learning about natural and social sciences, learning the concept of space, which is accompanied by suggestions for a directed teaching situation, development of concepts and language, introduction to the concept of roadside market as economics, which includes suggested teaching methods, progression from meanings to oral language to reading, and mathematics. Discussion of the role of humanities in children's programs includes the value of great literature for children, effective music programs for children, support for sensory motor experiences, and an example study on the wind as a use of poetry for kindergarten students.

114. McConnell, Freeman. A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills. February 26, 1970, 8p. ED 040 762

Exceptional Children; Federal Legislation; Financial Support; Handicapped Children; Preschool Programs

This speech was made in favor of legislation designed to provide comprehensive preschool education for the nation's children. It is urged that the needs of the handicapped children of our country be particularly considered. Sixty to eighty per cent of the children in classrooms for the retarded are cumulative products of environmental factors. Those children suffering from organic disorders also need and deserve help. A child is born with an "impairment"; whether he becomes "handicapped" or not depends in large measure on the favorability of his early developmental environment. Supportive data is presented from a 5-year-study in early intervention at Vanderbilt University. Also mentioned is a preschool program for deaf children who were subsequently able to enter normal classrooms, but who, without the program, were destined to become deaf mutes. Such specialized programs are impossible without public financial assistance. Both the legislation itself and the concept of comprehensive preschool education for all children are supported with the recommendation that allowances be made for additional models for sensorily and physically impaired children and children from poverty areas.

115. Mecham, Merlin J.; and Others. Communication Training in Childhood Brain Damage. A Monograph in the Bannerstone Division of American Lectures in Speech and Hearing. Report Number Amer-Lect-Ser-660. 1966. ED 013 519 [Not available from EDRS]

*Cerebral Palsy; *Language Instruction; *Minimally Brain Injured; *Special Education; *Speech Instruction; Auditory Training; Behavior; Children; Curriculum; Educational Therapy; Language Development; Learning Difficulties; Neurologically Handicapped;

Perceptually Handicapped; Preschool Programs; Psychological Characteristics; Psychological Evaluation; Speech Evaluation; Speech Handicaps; Speech Therapists

Intended as a text source book, or practical reference, the book discusses speech and hearing problems, psychological and linguistic implications, and special education for cerebral palsied and brain damaged children. Number and complexity of speech and hearing problems are emphasized, i.e., neuromuscular involvement, articulation, rhythm, voice and breathing, discrimination, hearing acuity, auditory linguistics, and symbolic problems. Methods of evaluating speech and hearing of brain damaged children are discussed, and the team approach is recommended for gathering psychological, social, and educational information. According to the authors, in shaping speech, hearing, and language behavior, the therapist strives for personal social communication, putting language into life situations. The therap llows a developmental schedule geared to the child's level. Receptive and expressive language relates to meaningful experiences, rather than sound drills. In summarizing the psychological and linguistic implications of childhood brain damage, the authors list behavioral characteristics, methods of psychological evaluation, and briefly treat emotional factors. Curriculum, grouping, and methods of reporting progress for the preschool level are discussed. General learning problems and problems related to specific educational subject areas, such as reading and arithmetic, are discussed along with suggestions for appropriate teaching techniques. Reference list contains 421 items.

Availability: Charles C. Thomas, Publisher, 301-327 E. Lawrence Avenue, Springfield, Illinois 62703 ($11.75)

116. Murphy, Thomas J. Santa Barbara City Schools Special Education Department, Program Description. March 1966, 12p. ED 011 425

Exceptional Child Education; Community Programs; Physically Handicapped; Learning Disabilities; Day Care Services; Visually Handicapped; Mentally Handicapped; Cooperative Programs; Educable Mentally Handicapped; Trainable Mentally Handicapped; Special Classes; Special Schools; Program Guides; Speech Handicapped;Neurologically Handicapped; Homebound; Hospitalized Children; Children; Program Descriptions; Behavior Problems; Nursery Schools; Santa Barbara

Since its beginning in 1928, the program has expanded to become a department in 1953, and in 1964 the department processed 1,500 cases. Services are provided for children who are physically handicapped, educable mentally handicapped, trainable mentally handicapped, confined to home or hospital, visually handicapped, speech handicapped, behaviorally handicapped, and neurologically handicapped. A nursery school and an extended day care center serve children of working mothers.

117. Ruopp, Richard R.; O'Farrell, Brigid. A Study in Child Care (Case Study from Volume II-A); "More than Just Baby-Sitting." Day Care Programs Reprint Series. November 1970, 57p. ED 051 905

*Day Care Programs; *Day Care Services; *Handicapped Children; *Volunteers; *Child Development; Organization; Program Descriptions; Low Income Groups; Fees; Working Women; Social Development; Emotional Development; Speech Therapy; Language Development

Two day care centers, located in churches, serve 91 children including physically or mentally handicapped children (toddlers and school age) of working mothers in low-income families. The program is designed to facilitate the association of handicapped children with normal children (one disturbed child/five normal children). The professional staff is heavily dependent on 26 volunteers. Activities are generally the same for all children except for speech therapy and special attention at mealtime. The program integrates educational and social-emotional development, language development, "Sesame Street" viewing, sensorimotor and perceptual development, math and reading tutoring for school age children. Nutrition and health programs and social services are provided. Funding has developed into a major problem and the center is dependent on donated labor, facilities and services. Parent involvement is minimal. Information is provided on center organization, resource uses, admission policies, menus and program purpose.

118. State Plan for Special Education. November 1965, 62p. ED 010 718

Exceptional Child Education; Administration; Program Planning; State Programs; State Laws; State Standards; Program Development; Program Administration; Psychological Evaluation; Teacher Certification; Speech Therapy; Mentally Handicapped; Blind; Physically Handicapped; Homebound Children; Preschool Programs; Deaf; Deaf Blind; Emotionally Disturbed; Partially Sighted; Hospitalized Children; Hard of Hearing; Minimally Brain Injured; Educable Mentally Handicapped; Trainable Mentally Handicapped; Textbooks; Transportation; Hearing Therapy; Texas

Information for the initiation, organization, and operation of special education programs in Texas is included in this bulletin. Programs described are for the blind, partially sighted, physically handicapped, homebound or hospitalized, minimally brain injured, deaf and severely hard of hearing, educable mentally handicapped, trainable mentally handicapped, speech and hearing therapy, emotionally disturbed children, preschool deaf children, and deaf-blind or non-speaking blind children. In addition to program descriptions, information is given about local planning, psychological reporting, textbooks, teacher certification, and transportation.

119. Sunderlin, Sylvia, Ed.; Wills, Brooke, Ed. Nutrition and Intellectual Growth in Children. 1969, 65p. ED 028 570 [Not available from EDRS]

Biochemistry; *Child Development; Dietetics; *Disadvantaged Youth; Diseases; Economic Disadvantagement; Educational

Needs; *Exceptional Child Research; Federal Aid; Food; Foreign Countries; Government Role; Health; Incidence; Infants; *Intellectual Development; Mentally Handicapped; Mental Retardation; Mothers; *Nutrition; Poverty Programs

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J. L. Frost and B. L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B. F. Chow; international nutrition and later learning, by M. C. Latham; and medical care of children in Poland, as told to H. T. Suchara. Also, D. Rosenfield and F. J. Stare discuss nutritional prospects for the future; M. L. Cronan describes the role of the school in providing for nutrition; and M. J. Brennan treats conservation, resources, and education.

Availability: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.25)

120. Survey of National Voluntary Organizations and State Committees for Children and Youth on Programs, Research, and Planning in the Fields of Mental Retardation and Birth Defects in Children. Final Report. 1972, 70p. ED 059 567

Agencies; Anomalies; *Exceptional Child Research; *Mentally Handicapped; *National Organizations; National Surveys; *Physically Handicapped; Professional Associations; *Program Descriptions; Volunteers

Four hundred and fourteen agencies were surveyed by questionnaire concerning programs, research, or other activities or services which they were sponsoring for children and youth who are mentally retarded or suffer from brain damage. Agencies included national voluntary, lay, and professional organizations and governor-appointed state committees. It was found that, while many organizations administer programs which would lend themselves to serving retarded and physically handicapped children, less than 50% of the national organizations and 10% of the state committees indicated support for either group. National service organizations, youth organizations, and religious groups were more supportive than professional organizations and societies. The major portion of the report consists of brief program descriptions for each agency which responded affirmatively.

121. Training of Nonprofessionals in Early Childhood Education Centers. Vol. 1, No. 11. 1971, 85p. ED 055 392

*Early Childhood Education; *Exceptional Child Education; Handicapped Children; *Instructional Staff; *Nonprofessional Personnel; Program Descriptions; *Teacher Aides

Written for personnel in early childhood education who are planning training programs for nonprofessionals, the paper outlines a program for training instructional aides who will be actively involved in the teaching process, unlike volunteers or teacher aides. Some major problems and general guidelines for training and employing nonprofessionals in early childhood education centers are presented. The major portion of the document is devoted to a detailed description of the 2-year training program for instructional aides at the Houston Speech and Hearing Center, planned in cooperation with the Houston Vocational Guidance Service - New Careers. Basic educational training and a salary for the trainees was provided by New Careers personnel, while the Center provided the on-the-job training and assumed one-half of the trainees' salaries during the second year of training. Trainees underwent instructional aide training after completing basic teacher aide training. Described are coordination of the two organizations, content of courses taught, sample schedules, involvement of regular teaching staff, job descriptions for each sequence of the program, characteristics of trainees, sample trainee projects, and evaluation methods.

122. Weikart, David P., Ed. Preschool Intervention--A Preliminary Report of the Perry Preschool Project. April 12, 1967. ED 018 251 [Not available from EDRS]

*Academic Achievement; *Home Programs; *Negro Youth; *Parent Teacher Cooperation; *Preschool Curriculum; Adjustment (to Environment); Cognitive Development; Compensatory Education; Culturally Disadvantaged; Field Trips; Home Visits; Longitudinal Studies; Mental Retardation; Michigan; Mother Attitudes; Parent Participation; Perry Preschool Project; Piaget; Preschool Children; Preschool Learning; Research Projects; Test Results; Ypsilanti

The Perry Preschool Project is an experiment with replications designed to assess the longitudinal effects of a 2-year, cognitively oriented, compensatory education program. Selected from a population which is Negro, functionally retarded, and culturally deprived, control and experimental groups are equated for mean cultural-deprivation rating and mean Stanford-Binet IQ. The educational program consists of (1) daily morning classroom sessions, (2) weekly afternoon home tutorial sessions directed toward the stimulation of maternal involvement in the educative process, and (3) parental group meetings. Concomitant evaluative research consists of the administration, at entrance into the program and yearly thereafter including longitudinal followup through the first few years of school, of various measures including (1) Stanford-Binet, (2) Leiter International Performance Scale, (3) Peabody Picture Vocabulary Test, and (4) Illinois Test of Psycholinguistic Ability. Although the project is in progress, data are currently available on 4 waves of participants. These data reveal statistically significant differences between control and experimental groups which tentatively establish (1) the value of this project, as a remedial program and (2) the superiority of cognitively oriented programs in contrast to traditional nursery school programs. Detailed research statistics are tabularly presented throughout the report and appended material includes illustrations of project sessions and previously published reviews and articles concerned with the project.

Availability: Campus Publishers, 711 North University Avenue, Ann Arbor, Michigan 48108.

123. Williams, Jane Case. Improving Educational Opportunities for Mexican-American Handicapped Children. April 1968, 37p. ED 018 326

Ability; *Bilingualism; *Cross Cultural Training; Classes (Groups of Students); Children; Culture; Curriculum; Data; Enrollment; Environmental Influences; English; Federal Aid; *Handicapped; Instructional Improvement; *Mexican Americans; Medical Treatment; Program Development; Projects; Referral; *Special Education; Schools; Teacher Education; Bureau of Education for the Handicapped

Data available from 3 states with large Mexican American populations indicate that referral to and enrollment in special education classes occurs at a percentage twice that of the proportion of Mexican Americans to the general population. Reasons for such enrollment are attributed to--(1) medical and environmental conditions, (2) economic disadvantagement, and (3) cultural disadvantagement. Compounding the problem is the fact that many Mexican American children enter school understanding neither the English language nor the culture of the schools. Current intelligence tests cannot adequately judge the abilities of such children, and consequently they are placed in the handicapped classes. Bilingual and cross cultural training have been initiated in some states and appear to have met with success. The Bureau of Education for the Handicapped has provided federal aid for the development of several programs which are briefly described in this publication, in addition to 10 suggestions for future efforts in teacher education, curriculum, and instructional improvement.

NEWSLETTERS*

*Includes newsletters about preschool and/or handicapped children

G. Newsletters

124. ACLD ITEMS OF INTEREST a general interest bulletin for those concerned with children with learning disabilities. Monthly. $2.00 for 2 years.

Association for Children with Learning Disabilities
2200 Brownsville Road
Pittsburgh, Pennsylvania 15210

125. AFB NEWSLETTER of special interest to administrators and librarians. Reports items of interest for or about the visually handicapped. Quarterly. Free.

American Foundation for the Blind
15 West Sixteenth Street
New York, N.Y. 10011

126. CANHC-GRAM reports news on the neurologically handicapped child. Geared to the parent and teacher. Monthly. $3.00.

California Association for Neurologically Handicapped Children
P. O. Box 604 - Main Office
Los Angeles, California 90053

127. CLOSER LOOK an HEW computerized service to help parents of handicapped children locate assistance and resources in their local communities. Periodically. Free.

Closer Look
Box 1492
Washington, D.C. 20013

128. BEHAVIOR TODAY reports of news about current research, ideas and people involved in studying human behavior. A calendar of events and a list of recently funded programs are also given. Weekly. $20.00 per year.

Behavior Today
Box 2993
Boulder, Colorado 80302

129. BLACK CHILD DEVELOPMENT DISPATCH this newsletter service is concerned with child care and development of black children. Of particular interest to preschool teachers, aides, administrators and parents. Monthly. Free.

Black Child Development Education Center
1028 Connecticut Avenue, N.W.
Suite 306
Washington, D.C. 20036

130. CEMREL NEWSLETTER contains input from the seven research centers of the National Laboratory on Early Childhood Education on their current programs of research, as well as information from the Central Midwestern Regional Education Laboratory (CEMREL)'s curriculum research programs. Twice a year. Free.

CEMREL
10646 St. Charles Rock Road
St. Ann, Missouri 63074

131. CYCLES reports on the happenings of the ninety-six projects that comprise the First Chance Network (Handicapped Children Early Education Project). Especially concerned with handicapped children during their early years. Also gives news from the Bureau for the Education of the Handicapped in Washington. Bi-monthly. Free.

Technical Assistance Development System (TADS)
University of North Carolina
625 W. Cameron Avenue
Chapel Hill, North Carolina 27514

132. DARCEE NEWSLETTER reports on research activities at DARCEE; the John F. Kennedy Center; and the Institute on Mental Retardation and Intellectual Development (IMRID), all at Peabody College. Quarterly. Free.

Demonstration and Research Center for Early Education
DARCEE
Peabody College, Box 151
Nashville, Tennessee 37203

133. ECS BULLETIN bulletin provides educators and government legislators with information on current legislation and educational innovations throughout the country. Monthly. Free.

Education Commission of the States
Suite 822
Lincoln Tower Building
1860 Lincoln
Denver, Colorado 80203

134. EDUCATION RECAPS compiles the latest information from a number of newsletter services involving educational programs, activities and research projects. Of special interest to administrators and researchers. Monthly. $3.00 per year.

Education Recaps
Educational Testing Service
Princeton, New Jersey 08540

135. EDUCATIONAL RESEARCHER official newsletter of the American Educational Research Association includes articles on all aspects of educational research, as well as news of the Association, employment possibilities, and advertisements of publications. Monthly. $5.00 per year.

American Educational Research Association
1126 Sixteenth Street, N.W.
Washington, D.C. 20036

136. EKNE NEWS AND NOTES official newsletter of the American Association of Elementary-Kindergarten-Nursery Educators (E/K/N/E), a national affiliate of the National Education Association, reports on Association news and events, as well as current studies carried on by its members. Periodically. Membership dues $8.50.

NEA Center
Robert Gilstrap, Executive Secretary
1201 16th Center, N.W.
Washington, D.C. 20036

137. EPIE GRAM educational consumer newsletter serves as a buying guide for instructional materials. Twice monthly. $24.00 per year.

Educational Products Information Exchange Institute
463 West Street
New York, N.Y. 10014

138. EXPECTATIONS an information bulletin on news on brain injured children. Monthly. $5.00.

ABC
310 Wilder Foundation Building
St. Paul, Minnesota 55102

139. ERIC/ECE NEWSLETTER from the ERIC Clearinghouse on Early Childhood Education, concerned with events in the field, new programs, research and publications of interest to teachers, aides, administrators, and researchers. The ERIC/ECE Newsletter also reports on products and events within the ERIC system. Periodically. Free

ERIC Clearinghouse on Early Childhood Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

140. HEAD START NEWSLETTER reports on current programs and activities directly concerned with Head Start. Of interest to all preschool educators, as well as Head Start personnel. Monthly. Free.

Head Start Newsletter
Office of Child Development
Project Head Start
Department of Health, Education and Welfare
Washington, D.C. 20201

141. HEW NEWSLETTER gives news from the Health, Education, and Welfare Department, Washington. Weekly. Free.

United States Department of Health, Education and Welfare
Office of Public Affairs
Room 4233
Washington, D.C. 20201

142. INSIGHT from the Governmental Relation Unit of the Council for Exceptional Children. Reports news of federal legislation affecting handicapped and gifted children. Monthly. $25.00.

INSIGHT
Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

143. MARIANNE FROSTIG CENTER OF EDUCATIONAL THERAPY NEWSLETTER report for parents and professionals interested in children with learning disabilities. Quarterly. $2.00.

Marianne Frostig Center of Educational Therapy
5981 Venice Boulevard
Los Angeles, California 90034

144. MENTAL RETARDATION NEWS news of general interest to those concerned with mentally retarded children. Monthly. $2.50.

National Association for Retarded Children
2709 Avenue E
Arlington, Texas 76011

145. OCD DEVELOPMENTS reports on happenings and legislation in Washington pertaining to the Children's Bureau and Head Start. Weekly. Free.

Division of Public Education
Office of Child Development
P. O. Box 1182
Washington, D.C. 20013

146. PEN--THE PRESCHOOL EDUCATION NEWSLETTER reports on innovative programs, research, publications and activities in the general field of preschool education. Of special interest to preschool program directors and teachers. Occasionally has articles on handicapped children. Monthly. $6.00 per year.

Multimedia Education, Inc.
11 West 42nd Street
New York, N.Y. 10036

147. REPORT ON EDUCATIONAL RESEARCH news service reports on basic and applied research in the field of education. Bi-weekly. $40.00 per year.

Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

148. NSAC NEWSLETTER a newsletter from the National Society for Autistic Children. Quarterly. Membership dues $5.00.

National Society for Autistic Children
621 Central Avenve
Albany, New York 12206

149. PCMR MESSAGE bulletin gives news on what the President's committee has done in the interest of the mentally handicapped. Reports on federal programs and federal activities. Quarterly. Free.

President's Committee on Mental Retardation
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

150. PRISE REPORTER reports on issues and happenings in the education of children with learning disabilities. Offers the teacher in special education information concerning new developments in special education. Quarterly. Free.

Pennsylvania Resources and Information Center
for Special Education
443 South Gulph Road
King of Prussia, Pennsylvania 19406

151. PROGRAMS FOR THE HANDICAPPED bulletin discusses legislation, programs, publications, etc., pertaining to mental retardation. Reports on the activities of the Bureau of Education for the Handicapped. Monthly. Free.

Office of Mental Retardation Coordination
U. S. Department of Health, Education, and Welfare
Washington, D.C. 20201

152. THE SEIMC NEWSLETTER reports on the happenings of the northwest region and the national office of SEIMC. There are 16 other special education instructional material centers (SEIMC) and four regional media centers for the deaf.
Of interest to parents, teachers, and administrators of handicapped children, giving information on legislation, publications, and conferences. Quarterly. Free.

Northwest Regional Special Education Instructional
Materials Center
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

153. REGIONAL RESOURCE CENTER reports on research, training, and service for the teacher of handicapped children. Keynotes major project development of the center. Quarterly. Free.

Southwest Regional Resource Center
New Mexico State University
P. O. Box 3AW
Los Cruces, New Mexico 88001

154. REPORT ON PRESCHOOL EDUCATION news service reports on current research and program developments in early childhood education funded by the federal government. Bi-weekly. $40.00 per year.

Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

155. R AND D NEWS reports quarterly on research in special education. Of interest to teachers and administrators of handicapped children. Quarterly. Free.

R and D News
Research and Demonstration Center for
the Education of Handicapped Children
Teachers College, Columbia University
New York, N.Y. 10027

156. RESEARCH PROGRESS reports on projects conducted in the John F. Kennedy Center for Research on Education and Human Development. Center components include the Institute on Mental Retardation and Intellectual Development (IMRID), the Demonstration and Research Center for Early Education (DARCEE), and the Center for Community Studies. Of interest to professionals and laymen concerned with the implications of research for changes in society and education. Periodically. Free.

The John F. Kennedy Center
Box 40
George Peabody College for Teachers
Nashville, Tennessee 37203

157. TODAY'S CHILD news magazine reports on current programs and research in child care and development, and is designed especially for parents and teachers of young children. Monthly. $4.00 per year.

Today's Child
92A Nassau Street
Princeton, New Jersey 08540

158. UPDATE newsletter reports news and activities of the Council of Exceptional Children Headquarters. Quarterly. $1.00.

Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

159. YOUNG LEARNER reports on child care and early childhood education new in the Midwest area. Also reports on national legislation affecting young children. Quarterly. Membership dues $3.00.

Midwest Association for the Education of
Young Children
Publication Office
School of Education
The University of Michigan
Ann Arbor, Michigan 48104

JOURNALS

H. Journals*

160. Academic Therapy Quarterly. Quarterly, $6.00. 1539 Fourth Avenue, San Rafael, California 94901.

161. American Annals of the Deaf. 5/Year, $6.00. Gallaudet College, 7th Street and Florida Avenue, N.E., Washington, D.C. 20002.

162. American Journal of Mental Deficiency. Bi-monthly, $18.00. American Association of Mental Deficiency, Box 96, Willimantic, Connecticut 06226.

163. American Journal of Occupational Therapy. 8/Year, $12.50. 224 Main Street, Annapolis, Maryland 21401.

164. American Journal of Orthopsychiatry. 5/Year, $12.00. AOA Publications Sales Office, 49 Sheridan Avenue, Albany, New York 12210.

165. Child Development. Quarterly, $25.00. RA; University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

166. Child Study Journal. $6.00. Child Study Center, State University College, 1300 Elmwood Avenue, Buffalo, New York 14222.

167. Child Welfare. Monthly, $6.00. Child Welfare League of America, Inc., 67 Irving Place, New York, N.Y. 10003.

168. Childhood Education. Monthly, $6.00. Association for Childhood Education, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

169. Children Today. 6/Year, $1.25. U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

170. Community Mental Health Journal. Quarterly, $15.00. Behavioral Publications, Inc., 2852 Broadway, New York, N.Y. 10025.

171. Education and Training of the Mentally Retarded. Quarterly, $10.00. RA; Division on Mental Retardation, Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036.

172. Education of the Visually Handicapped. Association of the Visually Handicapped, Box 6085, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

173. Exceptional Children. Monthly, $10.00. RA; Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036.

174. Hearing and Speech News. Bi-monthly, $5.00. National Association of Hearing and Speech Agencies, 919 18th Street, N.W., Washington, D.C. 20006.

175. Journal of Autism and Childhood Schizophrenia. Quarterly, $16.00 for individuals; $30.00 for libraries. Scripta Publishing Company, 1511 K Street, N.W., Washington, D.C. 20005.

*Prices subject to change.

176. Journal of Child Psychology and Psychiatry and Allied Disciplines. Quarterly, $30.00. Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York 10523.

177. Journal of Experimental Child Psychology. Bi-monthly, $10.00. Academic Press, Inc., 111 Fifth Avenue, New York, N.Y. 10003.

178. Journal of Learning Disabilities. Monthly, $8.00. RA; Professional Press, Inc., 5 North Wabash Avenue, Chicago, Illinois 60602.

179. Journal of Special Education. Quarterly, $10.00. RA; 3354 Bayberry Road, Philadelphia, Pennsylvania 19154.

180. Journal of Speech and Hearing Disorders. Monthly, $15.00. American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20036.

181. Journal of the American Academy of Child Psychiatry. Quarterly, $12.00. International Universities Press, 239 Park Avenue South, New York, N.Y. 10003.

182. Learning, The Magazine for Creative Teaching. 9/Year, $10.00. Education Today Company, Inc., 530 University Avenue, Palo Alto, California 94301.

183. Mental Retardation. American Association on Mental Deficiency, Box 96, Willimantic, Connecticut 06226.

184. Merrill-Palmer Quarterly of Behavior and Development. 4/Year, $6.00. Merrill-Palmer Institute, 71 East Ferry Avenue, Detroit, Michigan, 48202.

185. MH. Quarterly, $10.00. National Association for Mental Health, 1800 North Kent Street, Arlington, Virginia 22209.

186. Monographs of the Society for Research in Child Development. 9/Year, $12.00. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

187. New Outlook for the Blind. Foundation for the Blind, Inc., 15 West 16th Street, New York, N.Y. 10011.

188. Teaching Exceptional Children. Quarterly, $5.00. RA; Council for Exceptional Children, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

189. Training School Bulletin. American Institute for Mental Studies, Main Road and Landis Avenue, Vineland, New Jersey 08360.

190. Volta Review. Alexander Graham Bell Association for the Deaf, 1537 35th Street, N.W., Washington, D.C. 20007.

191. Young Children. 6/Year, $5.00. National Association for the Education of Young Children, 1629 21st Street, N.W., Washington, D.C. 20009.

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References which have ED numbers may be ordered from ERIC Document Reproduction Service (EDRS), at Leasco Information Products, Inc. (In those few cases where availability is other than through EDRS, ordering information is given after the individual title and annotation.)

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The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 18 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a free, current awareness newsletter which cites RIE and CIJE articles of special interest, and reports new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

ADULT EDUCATION
107 Roney Lane
Syracuse, New York 13210

COUNSELING & PERSONNEL SERVICES
Room 2108
School of Education
University of Michigan
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College, Box 40
Columbia University
525 West 120th Street
New York, New York 10027

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION MANAGEMENT
University of Oregon
Library--South Wing
Eugene, Oregon 97403

EDUCATIONAL MEDIA & TECHNOLOGY
Institute for Communication Research
Stanford University
Stanford, California 94305

EXCEPTIONAL CHILDREN
Council for Exceptional Children
1411 S. Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202

HIGHER EDUCATION
George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036

JUNIOR COLLEGES
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angles, California 90024

LANGUAGE & LINGUISTICS
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

LIBRARY & INFORMATION SCIENCES
American Society for Information Science
1140 Connecticut Avenue, N.W. Room 804
Washington, D. C. 20036

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION & SMALL SCHOOLS
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

SCIENCE & MATHEMATICS EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
One Dupont Circle, Suite 616
Washington, D. C. 20036

TESTS, MEASUREMENT, & EVALUATION
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

VOCATIONAL & TECHNICAL EDUCATION
Ohio State University
1900 Kenney Road
Columbus, Ohio 43212

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.